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ABSTRACT

The Hispanic Leadership Fellows Program was a 3-year program supported by the Fund for the Improvement of Postsecondary Education (FIPSE), which sought to identify Hispanic college faculty and professionals who demonstrated the desire and potential to move into middle and top administrative positions in higher education. The 74 candidates in the program received training in personal and career goal-setting, strategic planning, the budgetary process, and leadership styles. Fellows also had to serve as interns for 2 weeks at an institution other than their own. Components of this project include the following: winter and summer institutes; attendance at a national higher education conference; the internship and written project; the selection procedure; a group profile; the project budget; a program evaluation and outcomes; and the overall program effectiveness. Participation in this project enabled some fellows to move on to administrative positions and some to get promotions within their institutions. Eight appendices contain: the Hispanic Leadership Fellows Program Handbook; agendas of the winter-summer institutes, national conference, and closing seminar; the nomination packet; a profile of Hispanic leadership fellows 1983-1986; end-of-the-year evaluation questionnaire; the Hispanic Leadership Fellows Directory for 1983-1984, 1984-1985, and 1985-1986. (SM)

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FINAL REPORT

HISPANIC LEADERSHIP TRAINING PROJECT

Submitted to

Fund for the Improvement of Postsecondary Education
United States Department of Education

April 30, 1987

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U.S. DEPARTMENT OF EDUCATION
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New Jersey Department of Higher Education
225 West State Street, CN 542
Trenton, New Jersey 08625

Grant No.: G008302358

Project Dates:
Starting Date: August 8, 1983
Ending Date: August 14, 1986
Number of months: 36

Project Director:
Jose E. Vega
Office of Language and International Education
New Jersey Department of Higher Education
225 West State Street, CN 542
Trenton, New Jersey 08625
(609) 987-1925

Fund Program Officers:

Luis A. Martinez
Felicia B. Lynch
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Grant Award:

Year 1	$66,205
Year 2	$72,507
Year 3	$72,066
Total	$210,778

Hispanic Leadership Fellows Program
(1983 - 1986)

Project Summary

The Hispanic Leadership Fellows Program was a three year program which sought to identify Hispanic faculty and professionals at postsecondary institutions who demonstrated the desire and the potential to move into middle and top administrative positions in higher education. Candidates in the program received training in personal and career goal-setting, strategic planning, the budgetary process and leadership styles. In addition, fellows were required to serve as interns for a maximum of two weeks at an institution other than their own. The fellows also submitted written projects on issues in higher education. A total of 74 individuals participated and completed the requirements of the program. The fellowship was carried out in close cooperation with the American Council on Education and the Woodrow Wilson National Fellowship Foundation.

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Hispanic Leadership Fellows Program
(1983-1986)

Executive Summary

New Jersey Department of Higher Education
225 West State Street, CN 542
Trenton, New Jersey 08625

Jose E. Vega
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Project Overview

In the spring of 1983, the Office of Bilingual and International Education, Department of Higher Education, in cooperation with the Woodrow Wilson National Fellowship Foundation, submitted a three-year proposal to the fund for the Improvement of Postsecondary Education to offer a Hispanic Leadership Training Institute each year for faculty and administrators in higher education institutions.

In its first year of operation participants in the program were nominated by private and public institutions in the states of New Jersey, Pennsylvania, and New York. During its second and third years, the region was expanded to include individuals from all the states along the east coast. Thirty participated in the first year of the program (1983-84), twenty-two were admitted for the second year (1984-85), and twenty-two were selected for the third year (1985-86).

Program participants reflected the demographic profile of the Hispanic community on the east coast. The majority of the fellows were of Puerto Rican descent (66%), followed by Cubans (12%) and Mexican-Americans (8%). With the exception of one candidate who claimed Spanish national origin, the rest of the participants (15%) included persons from Central and South America. Seventy-three percent of the fellows held full or part-time administrative/counseling positions. The majority of those engaged in full-time teaching (21%) were faculty members in foreign language departments. Of the 74 fellows, 40 had doctoral degrees and 34 had earned a master's degree. Participation in the fellowship program was almost evenly divided by sex, with thirty-eight females and thirty-six males.

Purpose

The purpose of the project was to provide management and leadership training for Hispanic faculty and administrators in higher education. The rapid increase in Hispanic undergraduate enrollments, the limited managerial and administrative experiences of young Hispanic faculty in higher education, and the lack of institutional commitment to management training, justified the call for a program which would contribute to the training of Hispanic faculty and staff in the areas of management and administrative leadership.

Background and Origins

During the 1970s and 1980s, Hispanic higher education enrollments grew significantly. To meet the special needs of a growing Hispanic student population, many colleges developed instructional programs and support services, emphasizing Spanish language and cultural awareness abilities of faculty and other service providers.

Hispanic educators recruited to direct such programs had to assume leadership positions in administration and educational policy making. Unfortunately, many were unprepared for these new career opportunities, since their formal training had concentrated on teaching methods, content areas, or student services. Few institutions provided either formal or informal management training programs, and there was a need to develop Hispanic educators' administrative skills as quickly as possible while they continued in their new positions. There was a need also to contravene a view of these professionals as "one issue" administrators (best utilized serving only minority subgroups), a perception that limited their influence on overall college policies and governance, their professional networks and contacts, and their movement into the mainstream of academic administration.

All of these factors supported the need for a broad-based leadership/management training program for Hispanic higher education professionals to address three areas: general administrative/management skills, cultural factors affecting management style, and career opportunities.

Project Description

Each fellowship year had three components. At the center were two (winter and summer) intensive training institutes. The three-day, winter institutes featured lectures and seminars on uses of computers in higher education, the federal budgetary process, cross-cultural dimensions in administration, and effective communication techniques. They set the tone for the rest of the year, by clarifying program goals and performance expectations, encouraging networking, and helping participants evaluate their personal career choices. The five-day, summer institutes focused on self-assessment, in-depth group sharing, and personal and career goal setting, through workshops, lectures, and seminars. Topics included the budgetary process, management skills, Hispanic issues in higher education, the State's role in higher education, and strategic planning. Institute presenters included leaders and scholars from various national organizations, state agencies, and institutions of higher education.

The second program component was the fellows' attendance at the week-long annual conference of the American Association for Higher Education (AAHE). The AAHE provided meeting rooms, helped identify speakers for training sessions, and underwrote reductions for AAHE membership and conference registration costs.

The final component was a 2 to 4-week internship/writing project, arranged by the fellows and supported by their sponsoring institutions, to expose them to new administrative tasks, procedures, and policymaking processes. Guided by mentors at the host institutions (or organizations/agencies), fellows participated in meetings, reviewed programmatic and budgetary documents, interviewed administrators, and/or prepared the written project. Fellows were encouraged to undertake projects that could contribute to both their sponsoring institutions' needs and their own professional growth.

To be considered for the Hispanic Leadership Fellows Program, applicants needed master's degrees or higher and three years of full-time higher education experience (at least one at the nominating sponsoring institution). Candidates working in programs or offices that served Hispanic and other ethnic minority students had preference. Nominations were invited from higher education institutions in the northeast and in Florida, and from regional and national professional organizations. During the second and third years of the project, alumni fellows also assisted in recruitment. Applicants were interviewed by members of the program's advisory committee, representatives of the two co-sponsoring organizations, and project staff.

Project Results

Overall, the program achieved its goals. The internships enhanced fellows' professional skills and career exposure. The institutes expanded administrative perspectives and knowledge about administrative skills necessary for career development. The skills workshops enhanced professional understanding and self-perception, increased awareness regarding development of self-support systems, and fostered other skills for professional and personal effectiveness. Fellowship participation was reported also to have fostered Hispanic perspectives and expanded concepts about what Hispanic faculty and administrators can achieve.

The data also suggested other important program outcomes that the fellows valued highly. The internships, for example, did more than offer opportunities for skill enhancement and career exposure. They also increased self-confidence, and provided first-hand administrative experience as well as insights into policy-level decision making processes. The institutes fostered network development while also stimulating heightened career motivation and a sense of renewal and professional validation. The skills workshops raised fellows' self-confidence and enhanced their sense of professional potential. Fellows reported both administrative and interpersonal skills were expanded and strengthened. In sum, the program, by supplementing traditional experiences in important ways, appears to have produced outcomes -- rated important by the fellows -- that prior educational and professional experiences did not.

Hispanic Leadership Fellows Program
(1983 - 1986)

Final Report

New Jersey Department of Higher Education
Office of Language and International Education

April 30, 1987

Introduction

In the spring of 1983, the Office of Bilingual and International Education, Department of Higher Education, in cooperation with the Woodrow Wilson National Fellowship Foundation, submitted a three-year proposal to the Fund for the Improvement of Postsecondary Education to offer a Hispanic Leadership Training Institute each year for faculty and administrators in higher education institutions in New Jersey, New York and Pennsylvania. The project was to be carried out with the assistance of other higher education state agencies, higher education professional associations and Hispanic community organizations. Representation from each of the sectors was invited to participate in the project's advisory committee.

The participation and co-sponsorship of the American Council on Education (ACE) and the Woodrow Wilson National Fellowship Foundation played a significant role in the program's early development. After the proposal was funded the Foundation and ACE provided valuable programmatic assistance. In addition, personnel from both organizations participated in the selection of

candidates and enlisted the support of nationally known educators from public and nonprofit higher education organizations as guest speakers for the training program.

Purpose

The purpose of the Hispanic Leadership Fellows Program was to provide management and leadership training for Hispanic faculty and administrators in higher education. The rapid increase in Hispanic undergraduate enrollments, the limited managerial and administrative experiences of young Hispanic faculty in higher education and the lack of institutional commitment to management training, justified the call for a program which would contribute to the training of Hispanic faculty and staff in the areas of management and administrative leadership.

During the 1970s and 1980s there was a significant increase in Hispanic undergraduate enrollment in the southwest and in the northeast sectors of the United States (Olivas, 1982). In the state of New Jersey Hispanic enrollments in the public higher education system surpassed the national rate, rising from 4.1 percent in 1976 to 6.3 percent in 1980 (New Jersey Department of Higher Education, 1981).

As a result of this influx of Hispanic students, colleges across the nation and in the states of New Jersey, New York, and Pennsylvania developed instructional programs and support services to meet the special needs of these students, with emphasis on the ability of faculty and other service providers to speak Spanish and understand the cultural backgrounds of the students.

Consequently, Hispanic faculty in foreign language departments and in the area of student personnel services were frequently recruited and hired to direct such programs.

As the Hispanic college student population grew, Hispanic educators were called on to assume positions of leadership through new administrative assignments. This development offered Hispanic educators new career opportunities in administration and educational policymaking. The new career opportunities very often helped to create new problems. Newly appointed Hispanic administrators were expected to function immediately and effectively in the new role. They were expected to understand the structure and procedures of the institution, to contribute to policy formation, to be skilled in management and advocacy and to garner support for the program being directed. Many of these new administrators had little formal training for such tasks since earlier training was centered on teaching methods, content areas, or student services, rather than on management and administration. There was a clear need to develop the full range of administrative skills as quickly as possible while allowing the individual to perform in the new position. However, few institutions provided formal or informal management training programs.

There was another problem which further supported the need for a broad-based leadership/management training program among Hispanic higher education professionals. While some progress had been documented on the number of Hispanics employed in higher education, they were largely concentrated in foreign language departments, bilingual and English-as-a-second language

programs, student affairs, and affirmative action positions. There was a tendency to view these professionals as "one issue" administrators who were best utilized to serve minority subgroups. As a result, Hispanics were limited in their ability to influence overall college policies and governance, to establish broad professional networks and contacts, and to move into the mainstream of academic administration. (Hispanic Participation in Higher Education, 1982).

As a result of national and local state studies on the condition of Hispanic participation in higher education it was found that new Hispanic faculty and administrators could greatly benefit from a leadership program which sought to address three areas: one, general administration/management skills; two, cultural factors affecting management style and three, increased career opportunities into all levels of higher education administration.

Description of Program

The Hispanic Leadership Fellows program was divided into two components: one, intensive group centered institutes and two, individually sponsored projects. The core component of the year-long project was the training institutes. The first institute was held in the winter and the second institute was held in the summer. In order to foster the formation of close working relationships and networks among the participants, the training sessions were held at conference sites which minimized external distractions. The winter institute was held at the Henry Chauncey Conference Center, Educational Testing Service in Princeton, New Jersey, and the summer institute was held on the campus of

Princeton University. The institutes for each fellowship class were held at both sites during the 3-year funding period of the project (Appendix A).

Winter and Summer Institutes

During the three-day winter institute the training sessions consisted of lectures and seminars on the use of computers in higher education, the federal budgetary process, cross-cultural dimensions in administration and effective communication techniques.

Presenters at the winter institutes included, among others: Martin Schneiderman, Director of Computer Education Programs at ETS; Madeleine F. Green, Director of the Center for Leadership Development and Academic Administration at ACE; Henry T. Engle, Dean, School of Communication at California State University, Chico and Sarah E. Melendez, Associate Director, Office of Minority Concerns, American Council on Education. The first training institute set the pace for the rest of the fellowship year by clarifying the goals of the program, setting high expectations of performance, encouraging the formation of networks, and creating a climate where participants could evaluate their personal reasons for continuing or considering a career in higher education.

The focus of the 5-day summer institute was self-assessment, in-depth group sharing, personal and career goal setting. Training sessions in the form of workshops, lectures and seminars were scheduled from 9 a.m. to 9:30 p.m. Additional topics covered included the budgetary process, management skills,

minority Hispanic issues in higher education, the state's role in higher education and strategic planning.

Presenters included, among others: Marvin W. Greenberg, Senior Vice President for Program Development, Budgeting and Student Services, Rutgers, The State University, New Brunswick; Frank Newman, President, Education Commission of the States; Vera King Farris, President, Stockton State College; Elsa Gomez, Director of Academic Programs, Massachusetts Board of Regents of Higher Education; Howard L. Simmons, Associate Director, Commission on Higher Education; T. Edward Hollander, Chancellor, New Jersey Department of Higher Education and Norma Foreman Glasgow, Commissioner, Connecticut Department of Higher Education.

National Higher Education Conference

A second component of the program required participants to attend a week long national conference of the American Association for Higher Education (AAHE). The conference sessions were held in Chicago, Illinois or Washington, D.C. The higher education association provided meeting rooms at no cost, helped to identify additional speakers for the training sessions and provided a 30% reduction of the cost of registration and memberships in AAHE and the Hispanic Caucus of the association. Throughout the conference major emphasis was given to Hispanic issues in higher education. Presenters at the sessions included, among others: Harry Pachon, Executive Director, National Association for Latin Elected and Appointed Officials, Washington, D.C.; Arturo Madrid, President, Tomas Rivera Center, the Claremont Graduate School; and Reginald Wilson,

Director, Office of Minority Concerns, American Council on Education. Other sessions included workshops on writing grants, decision making and public policy.

Internship and Written Project

The final components of the fellowship year consisted of a two or four week internship at a host institution, and the preparation of a written project. Each participant was responsible for arranging, in cooperation with the sponsoring institution, for a two or four week placement at another institution which allowed for a broad exposure to administrative tasks, procedures and the policymaking process. The internship was designed to allow participants to broaden their horizons and seek out administrative tasks outside of their professional experience.

With their college employers covering the expenses, participants served their administrative internships in higher education professional associations, i.e. American Association of State Colleges and Universities (AASCU), American Council on Education (ACE), other 2 and 4-year higher education institutions and with departments of higher education. Guided by the mentor at the host institution fellows were encouraged to participate in regular meetings, allowed to review programmatic and budgetary documents, interview administrators, and/or work on the preparation of a written project.

The final phase of the program required the fellows to produce a written project. A suitable written project might include an article for publication,

a grant proposal, a conference presentation or a curriculum design under the sponsorship of a high-level administrator. Fellows were encouraged to undertake a project which could contribute to the needs of the sponsoring institution while at the same time it promoted and broadened the participant's professional growth as an administrator and educational leader (Appendix B).

Selection Procedure

The initial selection of potential candidates was based on the applicant's work experience and academic credentials. To be considered an applicant needed to have a master's degree or higher, and three years of full-time higher education experience of which one year needed to be at the nominating institution. Preference was given to those candidates who were working in programs or in an office that served Hispanic and other ethnic minority students.

The request for nominations was sent to the presidents of institutions of higher education in the northeast and Florida. Information about the project was also disseminated to regional and national professional organizations. During the second and third years of the project, alumni of the fellowship program also assisted with the recruitment of candidates.

The second phase of the selection process consisted of an hour long interview by members of the advisory committee, project staff and the two co-sponsoring professional organizations. In addition to the quality of the applicant, attention was given to several other factors: i.e. type of institution

(two-year, four-year, independent college), administrative or other work assignment of the applicant, sex and national origin (Appendix C).

Group Profile

The first year candidates in the program were recruited from colleges and universities in the states of New Jersey, New York, and Pennsylvania. Of the thirty candidates who participated in the first class (1984), thirteen came from higher education institutions in New Jersey, twelve were drawn from New York, and five received nominations from higher education institutions in Pennsylvania. Twenty-two fellows participated in the second year (1985) of the fellowship program. Nine came from New York institutions, four each came from the States of Connecticut and Pennsylvania, three were sponsored by New Jersey institutions. One candidate came from the State of Virginia, and another candidate was sponsored by an institution in Massachusetts. The membership of the third year fellowship class (1986) was drawn from six east coast states. Seven fellows were chosen from New Jersey, four fellows were nominated by institutions in New York, four came from Pennsylvania, and one came from Massachusetts, three were sponsored by Florida institutions of higher education, and three others were sponsored by colleges and universities in the State of Connecticut. Of the seventy-four fellows who participated in the fellowship program, thirty-four percent were drawn from the State of New York, thirty-one percent came from the State of New Jersey, and eighteen percent were accepted from the State of Pennsylvania.

Program participants reflected the demographic profile of the Hispanic

community on the east coast. The majority of the fellows were of Puerto Rican descent (66%), followed by Cubans (12%) and Mexican-Americans (8%). With the exception of one candidate who claimed Spanish national origin, the rest of the participants (15%) included persons from Central and South America. Seventy-three percent of the fellows held full or part-time administrative/counseling positions. The majority of those engaged in full-time teaching (21%) were faculty members in foreign language departments. Of the 74 fellows, 40 had doctoral degrees and 34 had earned a master's degree. Participation in the fellowship program was almost evenly divided by sex, with thirty-eight females and thirty-six males (Appendix D).

Project Budget

The total budget received from the Fund for the Improvement of Postsecondary Education for the three year project amounted to $210,778. An estimated $50,000 or more in direct and indirect costs was contributed by the New Jersey Department of Higher Education during the three-year grant period. Direct costs included salaries, wages and employee benefits, for the director of the project, program officer, project coordinator, and secretarial assistant. Other costs included the use of consultants who were responsible for preparing materials and leading training sessions during the summer and winter institutes. The consultants were paid $150 per day plus travel expenses as determined by Department fiscal policies and procedures. The expenses incurred to hold the two institutes represented a sizable portion of the budget. The budget covered the room and board for all the participants as well as the three staff members. The six day summer institute, for example,

cost $6,957 in 1984, $6,605 in 1985 and $7,345 in 1986. The decision to hold the summer institute at Princeton University rather than at a hotel conference center kept the costs of the institutes at a reasonable level. Other items in the budget included materials, supplies, books, printing, telephone and postage. Indirect costs for the project were calculated at 3.9%, as required by state fiscal regulations. The expenses in connection with attendance at a national higher education conference were all borne by the sponsoring institution. These included transportation, hotel room and board, conference registration fee and one year's membership in the American Association for Higher Education and the Hispanic Caucus.

Program Evaluation and Outcomes

Both formative and summative evaluative data was collected from all three fellowship classes. The purpose of the evaluation process was two fold: First, it sought to assess whether program participants had attained new knowledge, skills, and attitudes as a result of their experiences in the training program. Second, it sought to determine the overall effectiveness of the training institutes in meeting individual needs and programmatic objectives. The feedback obtained from each class permitted program staff to make programmatic modifications which were needed in any of the program components, or in the improvement of instructional practices and procedures.

Quantitative and qualitative data were obtained from a 9-page questionnaire. The questionnaire was constructed to elicit information from the fellows regarding their perceptions of the program. The questions incorporated in the

evaluation instrument were all derived from the program content. The questionnaire consisted of three parts. The first part asked the respondents to assess their experiences by answering 26 items. A Likert-type scale was used for the first 16 items. The other 10 items were open-ended questions which also asked the respondent to check-off one of three responses (e.g. Yes, No, Unsure). The second part of the questionnaire focused on obtaining information on their overall reaction to the winter and summer training institutes. The third part of the instrument was used as a pre- and post-training survey instrument. The pre-training survey was administered to determine the respondents' personal assessments regarding their level of knowledge in various areas. The post-training survey was conducted to ascertain what, if any, change(s) the fellows perceived to have occurred in their level of knowledge. Thirty-seven Likert-type scale items were used under 9 distinct categories. Each of the categories corresponded to workshop presentations at the winter and summer institutes and at the national conference. In addition, respondents were asked to provide information on any professional accomplishments which may have occurred during or after the fellowship year.

The questionnaires were sent to the fellows in the tenth month of the fellowship year, approaching the close of the fellow's participation in the program. By this time most of the fellows had completed their internships and approximately half had also finished their required written projects. The scope of the evaluation process focused primarily on ascertaining the short-term effects of the program (Appendix E).

Overall Program Effectiveness

The fellows reported that the program achieved the goals that it had promised. The internships promoted professional skills and career exposure. The training institutes expanded administrative perspectives and fostered knowledge about administrative skills necessary for career development. The skills workshops led to increased professional understanding, enhanced self-perception, greater awareness regarding development of self-support systems, and other skills related to professional and personal effectiveness. Participation in the fellowship was also reported to have fostered Hispanic perspectives and expanded concepts about what Hispanic faculty and administrators can achieve.

The questionnaire data also indicated that the program achieved other important results which were highly valued by the fellows. The internships did more than provide career exposure. They increased self-confidence, provided first-hand administrative experiences, and insights on the policy level decision-making processes. The institutes promoted network development and professional "contacts" as well as stimulated heightened career motivation, a sense of renewal and professional validation. The skills workshops were noted as having a positive effect on self-confidence and also fostered an enhanced sense of professional potential. Both administrative and interpersonal skills were reported expanded and strengthened. In sum, participation in the fellowship program appeared to have contributed to some outcomes that prior educational and professional experiences had not produced. The program appeared to have an impact on outcomes that the fellows

rated as important. Participation in the program did make a difference, over the short-term, supplementing the traditional administrative and faculty experiences in many important ways.

There is some evidence to suggest that, in addition to the individual and group benefits, participation in the fellowship program may have contributed to career changes, promotions, and other work related opportunities. The information which was collected on the accomplishments of participants was limited to the voluntary reports of individuals.

Of the 30 fellows in the 1984 class, eight were promoted and four received awards, including one Fulbright and one ACE fellowship. The nomination to the ACE fellowship program was a result of the fellow's performance in the Hispanic Leadership Program. After the ACE fellowship program the candidate left her position as a faculty member and accepted the post of Associate Dean of Faculty at CUNY. Of the 22 fellows in the 1985 class, two were awarded tenure, one was promoted and another left a faculty position in New York to accept an administrative post with the New Jersey Department of Higher Education. Of the 22 fellows in the 1986 class, three were promoted from an assistant to associate administrative post, one was granted a leave of absence to head a federally sponsored international education agency, two were appointed to direct task forces on behalf of Hispanic and other minority students, one fellow decided to pursue doctoral studies, and was accepted at Pennsylvania State University (Appendix F, G, H).

Summary and Conclusions

The Hispanic Leadership Project was conceived as a vehicle whereby Hispanic faculty and administrators could be prepared in higher education management skills. It allowed participants to become aware of the cultural dimensions which affect leadership roles. The program permitted participants to benefit from a series of training sessions and activities while they remained employed at their respective institutions. It helped to create new career paths into all levels of higher education administration.

The financial and moral support which the New Jersey Department of Higher Education provided were key elements in the successful implementation of the Hispanic Leadership Fellows Program. The cooperation of the American Council on Education and the National Woodrow Wilson Fellowship Foundation were also key elements in its creation and development. The evaluative process contributed to the fine tuning of the program at every stage.

Participation in the fellowship program enabled some fellows to move on to administrative positions. It also contributed to the promotion of some fellows within their institutions. The training sessions and the opportunity to attend a national higher education conference gave them greater access to a wide array of higher education issues and concerns. The program allowed fellows to interact with other Hispanic administrators and faculty, enabling them to compare experiences and share information. For the majority of the fellows the communication and cultural dimensions components of the group training sessions provided them with a unique opportunity to assess their personal and career goals in higher education administration.

References

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APPENDICES

A. Hispanic Leadership Fellows Program Handbook

B. Winter-Summer Institutes, National Conference, and Closing Seminar

C. Nomination Packet

D. Profile of Hispanic Leadership Fellows: 1983-1986

E. End of the year Evaluation Questionnaire

F. Fellowship Directory (1983-1984)

G. Fellowship Directory (1984-1985)

H. Fellowship Directory (1985-1986)

Appendix A

Hispanic Leadership Fellows Program Handbook

Hispanic Leadership Fellows Program
Program Handbook

NEW JERSEY DEPARTMENT OF HIGHER EDUCATION
in cooperation with
WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION
and
AMERICAN COUNCIL ON EDUCATION

Funded through a Grant from the
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

NEW JERSEY DEPARTMENT OF HIGHER EDUCATION

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HISPANIC LEADERSHIP FELLOWS PROGRAM

PROGRAM HANDBOOK

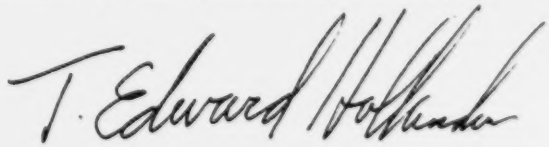
PREFACE

On behalf of the New Jersey Department of Higher Education, the co-sponsoring organizations and all those involved in the planning and implementation of the Hispanic Leadership Fellows Program, I would like to congratulate each of you on becoming Hispanic Leadership Fellows. Your being selected as a fellow in this highly innovative program is further recognition of your professional accomplishments and your commitment to higher education as well as to the Hispanic community.

Your fellowship year will be a busy one, combining intensive administrative training with concurrent employment. The training institutes will focus on such topics as management, budgeting, communication, and other areas of higher education administration. So as to address the needs of your institution while maximizing your professional and personal growth, you and your mentor will be able to tailor the rest of your fellowship year.

The benefits from the program are mutual. Both you and your home institution will gain from your acquisition of more comprehensive skills, your greater knowledge of the issues in higher education, and your more extensive understanding of the policy-making process.

Let me once again congratulate you on having been selected to participate in the Hispanic Leadership Fellows Program. I hope that your fellowship year will be both professionally and personally rewarding.



T. Edward Hollander
Chancellor
Department of Higher Education

PROGRAM HANDBOOK

I. INTRODUCTION

The information contained herein is designed to serve as guidelines for the Hispanic Leadership Fellows and their mentors during the fellowship year. It is crucial from the outset that both the fellow and the mentor understand the goals of the Hispanic Leadership Fellows Program as well as the objectives of each of the program's components. In addition, the fellow and the mentor should be aware of their respective roles and responsibilities as it is the mentor and the fellow together who shape and determine the fellowship experiences. Therefore, this handbook describes the program's various activities and also suggests how the mentor may best help the fellow fulfill all the requirements of the program and have a truly successful fellowship year.

Whereas it is essential that the fellow have the mentor's full support and cooperation in order to derive the greatest benefits from his/her fellowship experience, the fellow must realize that his/her experiences are in large part his/her own responsibility: the fellow profits from his/her participation in the program in direct proportion to the amount of effort expended.

II. PURPOSE AND GOALS

The Hispanic Leadership Fellows Program has been developed and implemented by the New Jersey Department of Higher Education in cooperation with the Woodrow Wilson National Fellowship Foundation and the American Council on Education. The program, with support from the Fund for the Improvement of Postsecondary Education, is specifically designed to improve both the skills and the status of Hispanics currently employed by postsecondary educational institutions in the 17 states that comprise the East Coast. The short-term goal of the program is to afford Hispanic faculty and administrators the opportunity to develop and upgrade administrative skills while continuing to work full-time at the institutions where they are employed. The long-term goal of the program is to enable Hispanic faculty and administrators to assume top-level administrative positions where they will affect and implement policies that have direct impact on Hispanics seeking a higher education.

III. NEED

The need for a program such as the Hispanic Leadership Fellows Program has been established by the growing numbers of both Hispanic faculty and administrators and Hispanic college students. In order to address the needs of the steadily increasing Hispanic college student population, many Hispanic faculty and administrators have assumed leadership roles for which they may not be adequately trained, skilled, or experienced. Thus, through attainment of both the short- and long-term goals, the Hispanic Leadership Fellows Program is developing a

cadre of highly skilled Hispanic professionals prepared to assume top administrative positions in colleges and universities.

IV. CANDIDATES AND PROGRAM COMPONENTS

The Hispanic Leadership Fellows Program is an annual year-long program which combines several training components with concurrent employment. A maximum of thirty candidates is accepted into the program. The program places a priority on training Hispanics, but any applicant working in a program or office that seeks to serve Hispanics will be considered for candidacy. In addition, the candidate must have at least a master's degree and a minimum of three years of full-time higher education experience, one year of which must have been completed at the nominating institution. Candidates also must either demonstrate administrative potential or indicate a definite interest in administration.

The program seeks to address the needs of the fellows and encourages the development and/or refinement of skills in management, communication, budgeting, and decision-making, with special emphasis on pragmatic application and cross-cultural dimensions.

There are four components to the fellowship program: the training component, the short-term internship, the written project, and the mentor/fellow relationship.

A. The Training Component

The training component of the fellowship consists of participation in two Hispanic Leadership Fellows Program training institutes, a four-day institute held in February and a week-long institute in July. The fellows are also expected to attend and participate in the national conference of the American Association for Higher Education in March. In addition, fellows will have the opportunity to attend and participate in other fellowship-sponsored activities.

In order to promote each fellow's successful completion of the program requirements and to ensure his/her maximum benefit from the fellowship experience, certain policies have been established. Each fellow is expected to attend and participate fully in the two training institutes and the American Association for Higher Education's national conference. In the event that a conflict in scheduling should arise, it is the fellow's responsibility to notify the program director.

B. The Short-term Internship

The internship is an integral element of the fellowship as it provides benefits for the fellow, his/her home institution, and the host institution as well. The internship is to last a minimum of two-weeks. A two-week block of time is recommended

for the internship as it provides the fellow with ample time to observe and study his/her area of interest within the host institution and to begin to understand the daily activities of the host mentor. However, realizing that scheduling such a block of time may be impossible, the two weeks of the internship may be divided up into segments after consulting with the program staff. It should be kept in mind that a fragmented internship may not provide as much value or continuity as one of a single time period.

In order to ensure the fellow's maximum development during the program, the mentor will help the fellow select the site and focus of the short-term internship. Since one of the goals of the program is to strengthen and enhance the leadership skills of the fellow, the mentor must be sure that the internship concentrates on a specific field of administration. The mentor and fellow may consider an internship with a top administrator in another institution or with a state education agency official whose daily activities present valuable learning opportunities for the fellow. Other possibilities for the internship include working with a foundation officer or with an administrative officer in a national professional organization. The crucial point is to make sure that the person under whom the internship is served is a top-level administrator.

To guarantee the success of the internship, the program staff strongly recommends that an explicit statement of objectives to be accomplished within a definite time period be drawn up and agreed upon and signed by the mentor, the fellow, and the person under whose tutelage the internship is to be carried out. The Hispanic Leadership Fellows Program staff should receive a copy of this signed agreement.

The mentor is responsible for assuring that both the fellow and the home institution receive direct and positive benefits from the fellow's participation in the Hispanic Leadership Fellows Program and the internship. The benefits from the program and the internship are mutual because the fellow returns to the home institution with more comprehensive skills and greater knowledge of issues in higher education and the policymaking process.

Before beginning the short-term internship, the fellow and the mentor must make sure that the internship will provide valuable experiences for the fellow. The program staff urges the fellow and the mentor to progress systematically through the following seven stages before actually beginning the internship.

1. Self-analysis

   The fellow should analyze his/her skills and interests as well as his/her personal and career goals in order to best determine the type of experience to be acquired during

the internship. Also to be decided is the type of host institution, the exact dates of the internship, whether full- or part-time, and geographical restrictions. When contemplating institutions, the fellow and the mentor should only consider educational institutions of a similar nature. That is, if the fellow's home institution is in the public two-year sector, it is strongly suggested that the fellow and the mentor only include institutions of the same sector on the list of potential host institutions. Other factors to be considered include the location and setting of the institution, the size and composition of the student body, and the range of academic programs offered.

2. Information Gathering

The fellow will gain many insights into the internship by consulting colleagues, other faculty and administrators, and former as well as current Hispanic Leadership Fellows. Such information will more than likely help the fellow answer all the questions he/she may have. Colleagues should be consulted when considering institutions for the internship as they may have had previous experience at one of the institutions being considered. Other faculty and administrators as well as colleagues may be able to provide the fellow with names of institutions that have special programs in the area of interest or they may know which institutions would serve as models in the area of interest for the home institution. Other Hispanic Leadership Fellows, both past and current, are good sources of information especially when discussing topics for the internship and institutions. The fellow and mentor should make a special effort to contact a past fellow whose area of interest or internship institution was the same as that being considered by the fellow. Another matter to be discussed with past fellows is their impression of what makes an internship an especially positive experience.

3. Focusing

After taking into consideration all the information from self-analysis and from the consultations, the fellow will have an overabundance of data at his/her disposal. It will be necessary to narrow down the field of choices and to focus on specific answers to the questions asked during self-analysis. It is recommended that the fellow write down all his/her preferences and objectives pertaining to personal and career goals to be attained, type of administrative experience to be gained, kind of educational institution to be visited during the internship, and exact dates to be reserved for the internship. These variables should be considered by the fellow and the mentor in narrowing down the field of host institutions and the administrative areas to be studied.

4. Personal Contact

Upon completing a mutually satisfactory list of institutions and administrators, the fellow should contact the people on the list and request specific information relating to the proposed goals of the internship. Making a personal visit to the potential host institutions is strongly suggested.

5. The Decision

After the contacts and visits have been made, the fellow should discuss his/her findings with the mentor. The host institution, host mentor, and administrative field to be studied should be decided upon mutually by the mentor and the fellow and should be presented in written form to program staff for approval.

6. Arrangements

Before finalizing arrangements for the internship with the host institution, the specific details must be submitted in writing to and approved by the Hispanic Leadership Fellows Program staff. Upon receiving staff approval, the mentor and fellow may proceed with finalizing arrangements with the host institution.

7. The Internship

When the fellow actually begins the internship, he/she will want to remember every detail of the new experiences provided by the internship. Keeping a journal is an excellent way of remembering the salient features and the most valuable aspects of the busy days of the internship. The journal will also enable the fellow to determine whether his/her learning objectives are being met. Although most of the daily activities will directly involve the fellow, many other important activities will be constantly going on around the fellow. Detailed notes on people, events, problems, and the environment may prove invaluable to the fellow. First impressions of the people and the institution provide the fellow with a base from which to compare subsequent occurrences and may actually help the fellow later to understand and make sense of the institution and/or its organization and daily routine.

8. Evaluation

After having completed the internship, the fellow will write a short report evaluating his/her experiences. Although there is no specific format to be followed, there is certain information the fellow will want to include, such as the host institution, the host mentor, the focus of

the internship, and the dates of the internship. The fellow may also want to briefly describe the host institution as well as his/her responsibilities during the internship. As the report is an evaluation of the specific internship, daily activities need not be detailed. The purpose of the written evaluation is to assess the experiences in terms of the fellow's goals. The fellow should determine whether his/her goals were accomplished during the internship.

C. The Written Project

The written project is another requirement made of all the fellows in the program. The mentor, once again, plays a vital role in the fellow's successful completion of this component of the Hispanic Leadership Fellows Program. By helping the fellow choose a pertinent issue relating to academic administration, the mentor ensures that both the fellow and the home institution mutually benefit from the written project. The issue examined by the fellow should be relevant not only to the home institution, but also to other institutions of higher education and/or the Hispanic higher education community. The written project should be worthy of subsequent publication, thus further enhancing the status and visibility of both the fellow, his/her home institution, and the Hispanic Leadership Fellows Program.

Unlike the written evaluation of the internship, there is a specific format to be followed in preparing the written project. The fellow should follow the guidelines in the third edition of the Publication Manual of the American Psychological Association, published in 1983.

D. The Mentor/Fellow Relationship

The importance of the mentor and his/her role during the fellowship year cannot be emphasized enough. The mentor is crucial to the fellow's successful completion of the Hispanic Leadership Fellows Program. Either the president of the home institution or a top academic official designated by the president will serve as the fellow's mentor. The mentor must be someone who can and will devote sufficient time and energy to truly help and guide the fellow during the fellowship year.

It is vital that both the fellow and the mentor be fully cognizant of their responsibilities during the fellowship year. The mentor must understand the purpose and objectives of the program so that he/she can truly support the fellow. The mentor should apprise others in the college administration, especially the top officials, of the Hispanic Leadership Fellows Program, of the fellow, and of his/her participation in the program. Such information will not only explain the fellow's presence and facilitate his/her work, but will also serve as an announcement

of the mentor's full support of the fellow. It is the mentor's responsibility to assist the fellow in searching out opportunities for professional development and to help him/her realize full potential as a leader in every sense of the word.

The fellow must recognize the significance of his/her position: he/she will necessarily be placed in the spotlight on his/her own campus, a situation that will afford the fellow opportunities that otherwise may not have been possible. The fellow must realize that he/she will only benefit from the program if he/she is willing to devote the time and energy to make the most of his/her new visibility and access to new people, situations, and opportunities.

V. LEARNING CONTRACT

Although an open working relationship between the mentor and the fellow is desirable, there should also be a formalized and explicit statement of the objectives of that relationship. The success of the fellowship year and the mentor's and fellow's participation in the program is largely determined by the fellow's stated objectives. The proposed goals must be expressed as explicitly as possible and arranged in logical order with completion set within a realistic time period. In addition, it is the fellow's responsiblity to inform all parties directly affected, including department colleagues and chairpersons, deans and mentors, of the requirements of the program. The fellow must be certain that both his/her department and the university/college understand the time commitment involved: the fellow should be guaranteed sufficient time off from normal duties/responsibilities in order to be able to successfully complete all the requirements of and participate fully in all the activities of the Hispanic Leadership Fellows Program.

The program staff strongly recommends that the fellow develop a learning contract in which he/she details the objectives of the fellowship year. The learning contract is a written agreement between the fellow and the mentor. Any changes in the content of the contract will have to be negotiated between the mentor and the fellow; all changes must be mutually acceptable. The following learning contract format is suggested not only as a formalization of the mentor/fellow relationship but also as the principal guide for the short-term internship and the written project as well. The fellow should also consider having a written plan detailing his/her overall goals for the entire fellowship year.

The following sample learning contract suggests the type of information that should be included.

SAMPLE LEARNING CONTRACT

I. PERSONAL DATA

A. Fellow's Name: _____
Position: _____
Campus Address: _____ Home Address: _____
_____ _____
Telephone: _____ Telephone: _____

B. Mentor's Name: _____
Position: _____
Campus Address: _____ Home Address: _____
_____ _____
Telephone: _____ Telephone: _____

C. Fellow's Internship Address:
_____
_____
Telephone: _____

D. Internship Institution: _____
Internship Mentor: _____
Position: _____
Work Address: _____
_____
Work Telephone: _____

II. GENERAL PLAN

A. Detail as specifically as possible your role and responsibilities in all activities related to the project (e.g. conferences, training institutes, written project, short-term internship, consultation with mentor, etc.).

B. Detail as specifically as possible the supervision to be provided and by whom (e.g. kind of instruction, observation, consultation, etc.).

C. State explicitly when and by whom an evaluation of your progress and accomplishments will be made. (Please note that this will be in addition to the evaluation provided by program staff.)

III. LEARNING OBJECTIVES, LEARNING ACTIVITIES, EVALUATION

A. State as specifically as possible what you intend to learn from this experience.

B. Detail as concretely as possible both on- and off-the-job activities, relating them specifically to what you intend to learn.

C. Describe explicitly the evaluation process: when, by whom, and how your work will be evaluated. (Once again please note that this is in addition to the evaluation provided by program staff.)

D. Provide a timetable for completion of all activities.

IV. AGREEMENT

(Provide a statement acknowledging the fact that all the undersigned parties have read and agreed upon the contents of the learning contract.)

Fellow's Signature Date

Mentor's Signature Date

Internship Mentor's Signature Date

(Signed copies of this contract should be distributed to all parties involved, including Hispanic Leadership Fellows Program staff.)

VI. PROFESSIONAL ACCOMPLISHMENTS OF THE FELLOWS

In spite of its youth, the Hispanic Leadership Fellows Program is already able to boast about its positive impact on the fellows. Tangible evidence of its success is provided by the professional accomplishments of the fellows. Although they can be only indirectly attributed to the Hispanic Leadership Fellows Program, the fellows' professional accomplishments reflect the caliber of the program, the fellows, and the mentors. In addition, the fellows' professional accomplishments further serve to augment the national reputation that the program has acquired.

Of the 29 fellows in the 1984 class, eight have been promoted and four have received awards, including one Fulbright and one ACE fellowship.

Of the 23 fellows in the 1985 class, two have been awarded tenure, one has been granted a sabbatical, one was appointed to the New Jersey State Advisory Board for Bilingual Education, and one had a book accepted for publication. With their college employers covering expenses, three of the fellows served their short-term administrative internships in such places as California, Santo Domingo, and Switzerland.

VII. FELLOWS' COMMENTS

The following quotes are from 1984 and 1985 Hispanic Leadership Fellows. These candid remarks serve not only to confirm the success of the first two years of the Hispanic Leadership Fellows Programs but also to justify continuation of the program beyond the 1986 fellowship year.

"The Hispanic Leadership Fellows Program is the finest professional growth experience that I have had since I completed my doctorate. The training institutes, the participants and the other Hispanic Leadership Fellows all combined to create a highly invigorating environment which produced the most rewarding intellectual and professional experience of my life."

"The Hispanic Leadership Fellows Program is a way to open up society to Hispanics without giving up quality standards . . . we are a bridge to the future."

"Higher education is a way to create the intellectual progeny we are engendering in our demographic time bomb."

"For me, the Hispanic Leadership Fellows Program was instrumental in breaking a feeling of social and professional isolation in higher education by providing me with greater visibility within my own institution and in higher education in general. Also, it has provided me with a very extensive support network of fellow Hispanics similarly situated in their respective institutions. Finally, as a result of my participation in the program, I have found doors, previously unknown and/or unopen, suddenly accessible to me."

"I recommend the Hispanic Leadership Fellows Program to my colleagues in academe as an outstanding example of quality and excellence. In my opinion, it recognizes and fulfills a need. That is, the program prepares Hispanic professionals to work in academic administration at a time when it is projected that Hispanics will be present in ever increasing numbers in colleges and universities throughout the nation."

"The internship experience was most rewarding and challenging because it provided the opportunity for me to explore a realm that had not been accessible to me previously."

"The Hispanic Leadership Fellows Program is a superb mechanism to learn about academic administration in a competitive but, at the same time, collegial environment."

"My experience as a Hispanic Leadership Fellow has given me a perception of the role and importance of administration and an opportunity to better form my career goals."

"Through my participation in the Hispanic Leadership Fellows Program, I now feel more secure and knowledgeable in my own position. I can predict problems and seek appropriate strategies to solve them. It makes things easier since I now have an insider's point of view."

"It has been an incredibly rewarding experience to have been part of the Hispanic Leadership Fellows Program. The program gave me not only the chance to develop leadership and administrative skills, but also the opportunity to meet and interact with some of the most spirited and talented young professionals in higher education."

"The Hispanic Leadership Fellows Program provided me with several advantages: First, since I am a faculty member, it allowed me the opportunity to explore the possibility of pursuing a career in academic administration. Second, it introduced me to a valuable network of bright, enthusiastic individuals who have been identified as leaders in higher education. Finally, it better prepared me to assume my responsibilities in the American Council on Education (A.C.E.) Fellowship Program."

"This program made it possible for me to consider areas other than college administration for my own professional development. I would not have been as open to a policymaking role in a state department of education had it not been for the Hispanic Leadership Fellows Program."

"For me it was really important to find a group of peers, colleagues who are Hispanic, so that I could discuss issues in higher education and how these issues affected us from the point of view of our culture. In finding this group of colleagues, developing a support group was important."

"The Hispanic Leadership Fellows Program represents a singular opportunity for those identified as possible Hispanic leaders to receive the kind of training that will enable them to develop the skills and administrative background so that they may be ready to accept advancement opportunities."

VIII. FELLOWS' HOME INSTITUTIONS

1984

Baruch College of CUNY
Brooklyn College
Burlington County College
Capital District Psychiatric Center
City College of CUNY
College of New Rochelle
College of Old Westbury
Community College of Philadelphia
County College of Morris
Drew University
Elizabeth Seton College
Essex County College
Holy Family College
La Guardia Community College
Mercer County Community College
Montclair State College
Nassau Community College
New Jersey Institute of Technology
New School of Social Research
Orange County Community College
Passaic County Community College
The Pennsylvania State University
Point Park College
Ramapo College of New Jersey
Rutgers, The State University*
Thomas Jefferson University
William Paterson College*

1985

Borough of Manhattan Community College
Central Connecticut State University
Connecticut Department of Higher Education
Dutchess Community College
Ithaca College
Montclair State College
Pace University*
Passaic County Community College
The Pennsylvania State University
Seton Hall University
SUNY, College at New Paltz
SUNY, Stony Brook*
Suffolk County Community College
Temple University
University of Connecticut
University of Massachusetts Medical Center
University of Pennsylvania
University of Pittsburgh
University of Virginia
Yale University

1986

Atlantic Community College
Bronx Community College
Central Connecticut State University*
The College of Staten Island
Florida International University*
Jersey City State College
Kean College of New Jersey
La Guardia Community College
Montclair State College
New Brunswick Theological Seminary
New York University
Northampton County Area Community College
The Pennsylvania State University#
Rollins College
Rutgers, The State University*
Trenton State College
University of Connecticut
University of Massachusetts

* 2 fellows
\# 3 fellows

In case the mentor or the fellow has any questions regarding the Hispanic Leadership Fellows Program or his/her role in the program, he/she should not hesitate to call the Office of Bilingual and International Education at (609) 292-6835.

Appendix B

Winter-Summer Institutes, National Conference and Closing Seminar

Hispanic Leadership Fellows Program

1986 Winter Training Institute
February 21 - 24, 1986

The Henry Chauncey Conference Center
Educational Testing Service
Princeton, New Jersey

NEW JERSEY DEPARTMENT OF HIGHER EDUCATION
in cooperation with
WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION
and
AMERICAN COUNCIL ON EDUCATION

Funded through a Grant from the
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

HISPANIC LEADERSHIP FELLOWS PROGRAM
1986 WINTER TRAINING INSTITUTE

The Henry Chauncey Conference Center
Educational Testing Service
Princeton, New Jersey

AGENDA

Friday, February 21, 1986

1:00 - 2:00 p.m. Lobby	Registration
2:00 - 3:00 p.m. West 5	Orientation
3:00 - 4:30 p.m. West 5	Fellows Meeting
4:30 - 5:30 p.m.	Free Time
5:30 - 9:00 p.m.	1985 Closing and 1986 Inaugural Reception and Dinner
9:00 - midnight	Social

Saturday, February 22, 1986

7:30 - 9:00 a.m.	Breakfast
9:00 a.m. - 9:00 p.m. West 5	Human Communications and Leadership Development Workshop Henry T. Ingle, Ph.D. Dean School of Communications California State University, Chico Chico, California
9:00 - 10:15 a.m.	Introductions, Workshop Overview, and Participant Expections
10:15 - 10:30 a.m.	Break
10:30 - 12:00 noon	Individual Results and Group Interpretation: Myers-Briggs, LEADS, and Strength-Deployment Inventories
12:00 - 1:00 p.m.	Lunch
1:00 - 1:30 p.m.	Free Time
1:30 - 3:15 p.m.	Feedback and Listening Practicum * Johari's Window * Giving and Receiving Feedback * Active Listening * Alligator River Exercise
3:15 - 3:30 p.m.	Break
3:30 - 5:00 p.m.	Large Group Observation and Feedback Activities
5:00 - 6:00 p.m.	Free Time
6:00 - 7:00 p.m.	Dinner
7:00 - 8:30 p.m.	Applying Myers-Briggs, LEADS, and Strength Deployment Inventory Instruments to Work and Personal Life Choices
8:30 - 9:00 p.m.	Workshop Wrap-up and Evaluation

Sunday, February 23, 1986

7:30 - 8:30 a.m.	Breakfast
8:30 - 10:30 a.m. West 5	Concepts, Trends, and Directions in Computing Mr. Ron Hunter Executive Director New Jersey Educational Computer Network Edison, New Jersey
10:30 - 11:00 a.m.	Break
11:00 - 12:00 noon West 5	Fellowship Session
12:00 - 1:00 p.m.	Lunch
1:00 - 3:00 p.m. West 5	Cross-cultural Aspects of Administration Dr. Sarah E. Melendez Associate Director Office of Minority Concerns American Council on Education Washington, DC
3:00 - 3:30 p.m.	Break
3:30 - 5:30 p.m. West 5	Fellowship Session
5:30 - 6:00 p.m.	Free Time
6:00 - 7:00 p.m.	Dinner
7:00 - 10:00 p.m.	Individual Profile Consultations with Dr. Henry T. Ingle

Monday, February 24, 1986

7:30 - 9:00 a.m. Breakfast

9:00 - 10:30 a.m. Interviewing
West 5

Ms. Maria M. Perez
President
Perez Arton Consultants
New York, NY

10:30 - 11:00 a.m. Break

11:00 - 12:00 noon Reauthorization of the Higher Education Act
West 5

Dr. John Brugel
Assistant Chancellor for the Office of Student Assistance
New Jersey Department of Higher Education
Trenton, New Jersey

12:00 - 1:00 p.m. Lunch

1:00 - 3:00 p.m. Fellowship Session
West 5

HISPANIC LEADERSHIP FELLOWS PROGRAM

SUMMER INSTITUTE

July 13-19, 1986

Princeton University

Princeton, New Jersey

NEW JERSEY DEPARTMENT OF HIGHER EDUCATION
in cooperation with
WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION
and
AMERICAN COUNCIL ON EDUCATION

Funded through a Grant from the
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

HISPANIC LEADERSHIP FELLOWS PROGRAM
SUMMER INSTITUTE

Princeton University
Princeton, New Jersey
July 13 - 19, 1986

Sunday
July 13, 1986

1:00 - 2:00 p.m. Lourie-Love Hall (Wilcox Hall--rain)	Registration and Room Assignment
2:30 - 4:00 p.m. Whig Hall Lounge	Orientation Session
4:30 - 6:30 p.m. Chancellor Hollander's Home	Dinner
7:00 p.m. on	Evening Free

Monday
July 14, 1986

7:00 - 8:30 a.m. Wu Hall	Breakfast
9:00 a.m. - 9:00 p.m. Whig Hall Senate Chamber	Self-Assessment, Personal and Career Goal-Setting Henry T. Ingle Dean School of Communications California State University, Chico Chico, California
9:00 - 9:30 a.m.	Introduction to Personal and Professional Goal-Setting
9:30 - 12:00 noon	Preparation of Life Roadmaps, Murals and Coat-of-Arms: Who Am I and Where Am I Going?
12:00 - 1:00 p.m. Wu Hall	Lunch
1:00 - 3:00 p.m.	In-Depth Group Sharing: Most/Least Satisfying Life Experiences
3:00 - 3:30 p.m.	Break
3:30 - 5:30 p.m.	Strength Bombardment and Individual Group Feedback
5:30 - 6:30 p.m. Wu Hall	Dinner
6:30 - 9:00 p.m.	Setting My Goals and Sticking with Them 1. Preparation of Needs Inventory 2. Values Identification Exercise 3. Individual and Professional Goal-Setting 4. Goals Refinement and Action Planning 5. Contract Setting and Time Frames
9:00 p.m. on	Evening Free

Tuesday
July 15, 1986

7:00 - 8:30 a.m.
Wu Hall

Breakfast

9:00 - 11:00 a.m.
Whig Hall
Senate Chamber

The Process of Academic Management

Pat Callan
Vice President
Education Commission of the States
Denver, Colorado

11:00 - 12:00 noon
Whig Hall
Senate Chamber

The Role of the American Council on Education in Higher Education

Robert Atwell
President
American Council on Education
Washington, DC

12:00 - 1:00 p.m.
Wu Hall

Lunch

1:00 - 3:00 p.m.
Whig Hall
Senate Chamber

Minority Administrators in Higher Education

Moderator: Franklyn Jenifer
Vice Chancellor
New Jersey Department of Higher Education
Trenton, New Jersey

Panelists: Flora Mancuso Edwards
President
Hostos Community College
Bronx, New York
As of 9/86, President
Middlesex County College
Edison, New Jersey

Vera King Farris
President
Stockton State College
Pomona, New Jersey

Reginald Wilson
Director
Office of Minority Concerns
American Council on Education
Washington, DC

Panelists in California:

Rafael Cortada
President
El Camino College
Torrance, California

Arturo Madrid
President
Tomas Rivera Center
Claremont, California

Rafael Magallan
President
National Chicano Council on
Higher Education
Claremont, California

3:00 - 5:00 p.m.
Whig Hall
Senate Chamber

The State's Role in Higher Education

T. Edward Hollander
Chancellor
New Jersey Department of Higher Education
Trenton, New Jersey

James Hunter
Commissioner of Higher Education
Pennsylvania Department of Education
Harrisburg, Pennsylvania

5:30 - 8:00 p.m.
Prospect House

Reception and Dinner

8:00 p.m. on

Evening Free

Wednesday
July 16, 1986

7:00 - 8:30 a.m. Wu Hall	Breakfast
9:00 - 12:00 noon Whig Hall Senate Chamber	Time Management Thomas Gordon President Interface Associates Philadelphia, Pennsylvania
12:00 - 1:00 p.m. Wu Hall	Lunch
1:00 - 3:00 p.m. Whig Hall Senate Chamber	Strategic Planning Julian Bermudez Vice President/Operations TRG, Inc. Washington, DC
3:00 - 5:00 p.m. Whig Hall Senate Chamber	Administrative Career Mapping Madeleine Green Director Center for Leadership Development and Academic Administration American Council on Education Washington, DC Sarah Melendez Associate Director Office of Minority Concerns American Council on Education Washington, DC Adrian Tinsley Executive Vice President and Provost Glassboro State College Glassboro, New Jersey
5:00 - 5:30 p.m.	Free Time
5:30 - 6:30 p.m. Wu Hall	Dinner

Wednesday
July 16, 1986
Continued

6:30 - 7:30 p.m.
Whig Hall
Lounge

Fellow Initiated Session
In Search of Excellence: The Hispanic Example

Joseph Prewitt Diaz (1986 HLFP)
Assistant Professor
Pennsylvania State University
University Park, Pennsylvania

7:30 - 8:30 p.m.
Whig Hall
Lounge

Fellow Initiated Session
Stress Management

Stan Nowak (1985 HLFP)
Assistant Professor
Pennsylvania State University, Allentown
Fogelsville, Pennsylvania

8:30 - 9:30 p.m.
Whig Hall
Lounge

Fellow Initiated Session (Optional Session)
Dissertation Completion

Stan Nowak (1985 HLFP)
Assistant Professor
Pennsylvania State University, Allentown
Fogelsville, Pennsylvania

9:30 p.m. on

Evening Free

Thursday
July 17, 1986

7:00 - 8:30 a.m. Wu Hall	Breakfast
8:30 - 10:30 a.m. Whig Hall Senate Chamber	General Budgetary Information and the Development of an Institutional Budget Charles Coyle Assistant Vice President Office of Budget and Resource Studies Rutgers University New Brunswick, New Jersey Karl Neidlein Manager of Cost and Resources Office of Budget and Resource Studies Rutgers University New Brunswick, New Jersey
10:30 - 12:00 noon Whig Hall Senate Chamber	Budgetary Issues at a Private Institution Christopher McCrudden Associate Controller and Director of Budget Princeton University Princeton, New Jersey
12:00 - 1:00 p.m. Wu Hall	Lunch
1:00 - 3:00 p.m. Whig Hall Senate Chamber	The Federal Funding of Higher Education and the Federal Budget Cycle Haskell Rhett Vice President College Board New York, New York
3:00 - 5:00 p.m. Whig Hall Senate Chamber	Ratio Analysis Gordon Pingicer Partner Peat, Marwick, Mitchell, and Associates Short Hills, New Jersey
5:00 - 5:30 p.m.	Free Time
5:30 - 6:30 p.m. Wu Hall	Dinner

Thursday
July 17, 1986
Continued

6:30 - 7:30 p.m.
Whig Hall
Lounge

Fellow Initiated Session
Hispanics in the Northeast: A View from the 21st Century

Joseph Prewitt Diaz (1986 HLFP)
Assistant Professor
Pennsylvania State University
University Park, Pennsylvania

7:30 - 9:00 p.m.
Whig Hall
Lounge

Strategic Planning and Budgeting Procedure Simulation

Glenn Tecker
President
Glenn H. Tecker Consultants
Trenton, New Jersey

9:00 p.m. on

Evening Free

Friday
July 18, 1986

7:00 - 8:30 a.m. Wu Hall	Breakfast
8:30 - 9:00 a.m.	Drive to Trenton
9:15 - 10:00 a.m. Thomas Edison State College	Background for the Board of Higher Education Meeting Dorothy Louise Executive Assistant to the Chancellor and Director of Board Activities New Jersey Department of Higher Education Trenton, New Jersey
10:00 a.m. - 12:30 p.m. Thomas Edison State College	Board of Higher Education Meeting
12:30 - 2:00 p.m. Thomas Edison State College	Lunch with Chancellor Hollander and Members of the Board
2:00 - 2:30 p.m.	Break
2:30 - 5:00 p.m. Department of Education Building 5th Floor Board Room	Accreditation and the Function of the Middle States Association's Commission on Higher Education Howard Simmons Associate Director Commission on Higher Education Middle States Association for Colleges and Schools Philadelphia, Pennsylvania
5:00 - 5:30 p.m.	Drive to Princeton
5:30 p.m. on	Evening Free--dinner in Princeton on your own

Saturday
July 19, 1986

7:00 - 8:30 a.m. Wu Hall	Breakfast
9:00 - 12:00 noon Whig Hall Lounge	Discussion of written projects and short-term internships
12:00 - 1:00 p.m. Wu Hall	Lunch
1:30 - 3:00 p.m. Whig Hall Lounge	Closing Remarks

Hispanic Leadership Fellows Program

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

1986 NATIONAL CONFERENCE
ON HIGHER EDUCATION
March 12-15, 1986

Washington Hilton
Washington, DC

NEW JERSEY DEPARTMENT OF HIGHER EDUCATION
in cooperation with
WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION
and
AMERICAN COUNCIL ON EDUCATION

Funded through a Grant from the
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

HISPANIC LEADERSHIP FELLOWS PROGRAM

American Association for Higher Education
1986 National Conference
on Higher Education
March 12-15, 1986

AGENDA

Wednesday, March 12, 1986
Hispanic Caucus Forum on Hispanics in Higher Education

8:00 - 9:00 a.m. Registration and Coffee

9:00 - 9:15 a.m. Opening Remarks and Introduction

Laura I. Rendon
Chairperson
Hispanic Caucus of American
Association for Higher Education

9:15 - 9:30 a.m. Welcome

Russell Edgerton
President
American Association for
Higher Education

9:30 - 10:00 a.m. Keynote Address

"The Hispanic Higher Education Agenda: Issues, Trends, and Prospects"

Manuel J. Justiz
Distinguished Professor of
Educational Leadership and
Policies
University of South Carolina
Former Director of the National
Institute of Education

Wednesday, March 12, 1986 (Continued)

10:00 - 10:15 a.m. Break

10:15 - 11:00 a.m. **"A Cohort Study of Hispanic Students at Miami-Dade Community College: Implications on Curriculum"**

Piedad Robertson
Vice President for Education
Miami-Dade Community College

11:00 - noon Lunch

12:00 - 1:00 p.m. **Special Session for HLFP**
Room 827
American Council on Education
One Dupont Circle

"Demographics and Higher Education"

Harold Hodgkinson
American Council on Education

1:00 - 1:30 p.m. Break

1:30 - 4:30 p.m. W-22 Workshop: "Testing Practices and Minority Student Access to Postsecondary Education"

Jacqueline Woods
Director, Washington Office
American College Testing Service

Thursday, March 13, 1986

10:00 - 11:30 a.m. **HLFP Fellows Meeting**
Independence Room
Terrace Level

11:30 - 12:30 p.m. "The International Campus: An Expanded Framework for Students"

Mordechai Rozanski
Director
Center for International Studies
Adelphi University

David Burnett
Director
College of General Studies
University of Pennsylvania

2:00 - 3:15 p.m. "Assessment: Knowing More About the Outcomes of College"

John Harris
E. M. Ijams Professor of Christian Education
David Lipscomb College

Peter T. Ewell
Senior Associate
National Center for Higher Education Management Systems

2:00 - 3:30 p.m. "Presidential Perspectives on the Black Presence in Higher Education"

Vera King Farris
President
Stockton State College

Mabel McLean
President
Barber-Scotia College

Robert M. O'Neil
President
University of Virginia

Thursday, March 13, 1986 (Continued)

Presidential Perspectives (Continued)

James C. Renick
Assistant Dean of the Graduate School
University of South Florida

Joshua Smith
Chancellor
California Community College System

3:45 - 4:45 p.m. "Higher Education Act Reauthorization: Implications for Students and Colleges"

David G. Breneman
President
Kalamazoo College

Polly Gault
Staff Director
Senate Subcommittee on Education, Arts, and Humanities

Thomas R. Wolanin
Staff Director
House of Representatives Post-secondary Education Committee

5:00 - 6:00 p.m. **Plenary Forum: The Tomas Rivera Lecture**

"Facing the Facts about Mexican-America"

Alfredo G. de los Santos
Vice Chancellor for Educational Development
Maricopa County Community Colleges

(following the lecture) **Reception**

Sponsored by the Tomas Rivera Center, the AAHE Hispanic Caucus, and the National Chicano Council on Higher Education

Friday, March 14, 1986

8:00 - 8:30 a.m. **Special Session for HLFPs**
Caucus Room
Terrace Level "Issues and Trends in Higher Education"

Russell Edgerton
President
American Association for Higher Education

8:30 - 9:45 a.m. **HLFP Fellows Meeting**
Independence Room
Terrace Level

11:30 - 12:30 p.m. "Women and Minorities in Math and Science Education"

Shirley M. Malcolm
Program Head
Office of Opportunities in Science
American Association for the Advancement of Science

Laura I. Rendon
Associate
Office of Educational Research and Improvement
National Institute of Education

Elizabeth Stage
Director
Math and Computer Education
University of California at Berkeley

12:50 - 1:45 p.m. "Interinstitutional Cooperation in Articulation and Transfer"

Martha Romero
Senior Project Director
Western Interstate Commission for Higher Education

3:15 - 4:30 p.m. "Report Card on Affirmative Action"

Denise Harvey
Director of Affirmative Action
University of Tennessee at Knoxville

Friday, March 14, 1986 (Continued)

Affirmative Action (Continued)

William B. Harvey
Senior Researcher
Research Group for Human
Development and Educational
Policy
SUNY at Stony Brook

Daniel Hernandez
Director of Affirmative Action
Georgetown University

Saturday, March 15, 1986

8:30 - 9:30 a.m. **HLFP Fellows Meeting**
Independence Room
Terrace Level

9:45 - 11:00 a.m. Closing Plenary Session

"Moving from Rhetoric to Genuine Reform: A Town Meeting"

Zelda Gamson
Professor of Higher Education
University of Michigan
Author of Liberating Education
American Association for Higher Education Board member

11:30 - 2:30 p.m. S-35 Workshop: "Research Funding and Grantsmanship"

Antoinette Schiesler
Director of Research and Sponsored Programs
Villanova University

HISPANIC LEADERSHIP FELLOWS PROGRAM
CLOSING SEMINAR

January 21 - 24, 1987
Washington, D.C.

A G E N D A

Wed., Jan. 21 Afternoon	Arrival, Dupont Plaza Hotel Registration
5:00 - 6:00 p.m.	Organizational Meeting
Thurs., Jan. 22	**All Sessions at the Dupont Plaza Hotel**
8:30 to 9:30 a.m.	Demographics Presentor: Harold (Bud) Hodgkinson Senior Associate ACE
9:30 to 11:00	Foundations, Higher Education and Hispanics Presentors: Mary Leonard Council on Foundations Henry Ramos The Ford Foundation
11:15 a.m. to 12:45 p.m.	Higher Education Legislation and Funding Presentors: William (Buddy) Blakey Education Executive Director Senator Paul Simon's Office Becky Timmons Assistant Director for Congressional Liaison - ACE
12:45 - 2:00 p.m.	Lunch
2:00 - 6:00 p.m.	Networking at Dept. of Education
Fri., Jan. 23	**All sessions at ACE Kellogg Conference Room**
9:00 - 10:30 a.m.	Issues in Access to Higher Education for Minorities: Assessment and Testing and FIPSE Programs Presentors: Jackie Woods Director, Washington Office American College Testing Program Diana Hayman Program Officer, FIPSE

Appendix C

Nomination Packet

State of New Jersey
DEPARTMENT OF HIGHER EDUCATION
225 WEST STATE STREET
CN 542
TRENTON, NEW JERSEY 08625

September 5, 1985

Dear Colleague:

Enclosed you will find materials describing the New Jersey Department of Higher Education's Hispanic Leadership Fellows Program. With the continued increase in the Hispanic college student population, Hispanic educators are accepting administrative assignments either as full-time administrators or as faculty with time reallocation to head instructional or student services programs. Because few institutions offer formal or informal training for these new administrators, the Hispanic Leadership Fellows Program has been developed to provide intensive training in basic areas such as budgeting, management, administration, and communication with emphasis on the cultural aspects of each. The training is scheduled so that the fellows may continue to work full-time while completing the program's requirements.

The Hispanic Leadership Fellows Program is currently seeking nominees for its third fellowship class. This year the program is expanding beyond last year's five-state area to include candidates from the entire East Coast. The recruitment drive is twofold: direct contact with institutions of higher education in several states and contact through higher education associations and consortia with headquarters in other East Coast states. You may participate in this expansion effort by disseminating the enclosed letter and application materials to the appropriate people within your organization; that is, candidates must be nominated by the president of the employing postsecondary educational institution or by the chief executive officer of the employing state educational agency.

Thank you, in advance, for your cooperation and assistance. Should you have any questions, please do not hesitate to call me at (609) 292-6835.

Sincerely,

Virginia P. Rojas
Director
Office of Bilingual and
International Education

VPR:AS:jd
Enclosure

New Jersey Is An Equal Opportunity Employer

STATE OF NEW JERSEY
DEPARTMENT OF HIGHER EDUCATION
TRENTON, NEW JERSEY 08625

September 5, 1985

Dear Colleague:

The Hispanic Leadership Fellows Program, a highly innovative program and the first of its kind in the nation, is currently seeking applicants for the third fellowship class. The program is designed to afford Hispanic faculty and administrators the opportunity to develop and/or refine their administrative skills through intensive training institutes and an internship. The first two years of this program were extremely successful: the evaluations and comments from the fellows as well as from the presidents who sponsored them have been overwhelmingly positive and encouraging.

As a direct result of the outstanding ratings received, the Hispanic Leadership Fellows Program has continued to grow. The first fellowship class was composed of Hispanic faculty and administrators from postsecondary institutions in New Jersey, Pennsylvania and New York. Fellows from Connecticut, Massachusetts and Virginia as well as from the original three states comprised the second fellowship class. The third year class will consist of fellows from the entire East Coast.

The continued growth of the Hispanic Leadership Fellows Program parallels projections made based on the 1980 census data which indicated approximately 15 million Hispanics in the United States. The projections for the year 2000 estimate that 11 percent of the nation's population will be Hispanic. These data, together with the considerably lower median age of the Hispanic population, have significant implications for higher education as Hispanics will comprise an increasingly larger percentage of the traditional college-age population. The Hispanic Leadership Fellows Program will identify Hispanic leaders who will greatly enhance their institutions' ability to respond to the needs and demands of both the Hispanic students and the job market. (Please refer to the enclosed program brochure.)

As chief executive officer of your institution, you know the administrators and faculty members who have demonstrated administrative potential and who are committed to serving the changing college student population. Therefore, I am inviting you to nominate candidates and to facilitate their participation in the Hispanic Leadership Fellows Program. Tuition and on-site expenses associated with the two training

An Equal Opportunity Employer

institutes will be paid for out of grant monies. The home institution is expected to assume the travel and accommodation expenses associated with the final interview, attendance at the national conference of the American Association of Higher Education and participation in the closing ceremony. Your institution will also pay the costs of travel to the two training institutes; the total cost is estimated at between $1,500 and $3,000, depending on your location. Such an amount represents a minimal investment when compared to the long-term benefits for both your institution and the Fellow as well as for the current and future students.

In addition to the home institution's financial commitment, you will also want to make a time commitment to the fellow. The first training institute is four days in February; the second institute is one week in July. The fellow will also need sufficient time to research and develop a written project, worthy of publication, on a topic in higher education administration that will help the fellow to grow as an administrator. Another component of the program, the short-term internship, requires a time commitment. The fellow is expected to serve an administrative internship of at least two weeks' duration at an institution other than the home institution. The fellow/mentor relationship is an element of the program that also must be considered in the time commitment. You, as the chief executive officer of your institution, will either serve as the fellow's mentor or designate a top academic official as mentor. The mentor is crucial to the fellow's successful completion of the requirements of the Hispanic Leadership Fellows Program. The mentor must be someone who can and will devote sufficient time and energy to ensure that both the fellow and the home institution profit from the program.

Upon selecting your nominee(s), please complete Form #1 and return it at your earliest convenience. Should you nominate more than one candidate, please duplicate the enclosed materials. The application packet, consisting of the multi-page Forms #2 and #3, is to be completed by the applicant, his/her immediate supervisor and two other individuals who can assess the applicant's professional potential and recommend him/her for the program. Please note that the deadline for receipt of all three forms is November 1, 1985. Should you have any questions, do not hesitate to call Virginia P. Rojas, Director of the Office of Bilingual and International Education, at (609) 292-6835.

I am sure you will concur with me that the Hispanic Leadership Fellows Program will provide your eligible faculty members a unique opportunity to improve both administrative skills and the potential to advance professionally.

Sincerely,

T. Edward Hollander

T. Edward Hollander
Chancellor

Enclosures

State of New Jersey
DEPARTMENT OF HIGHER EDUCATION
225 WEST STATE STREET
CN 542
TRENTON, NEW JERSEY 08625

TO: Applicants

FROM: Virginia P. Rojas, Director
Office of Bilingual and International Education

RE: Instructions

DATE: September 5, 1985

Application material for the Hispanic Leadership Fellows Program is enclosed. The following forms are enclosed:

Form #1 - Nomination of Candidate
Form #2 - Application Form
Form #3 - Letter of Recommendation

Form #1, Nomination of Candidate, must be completed and returned as soon as possible by the nominating official.

Form #2, Application Form, must be completed by the candidate and postmarked by November 1, 1985. Please note that you must return five copies of the total application package, including five copies of your current resume.

Form #3, Letter of Recommendation, must be completed by your immediate supervisor and two other individuals who can evaluate your professional potential. All letters of recommendation must be received before November 1, 1985.

We advise you to retain a copy of the completed application for your records. In December you will be notified if you have been selected as a finalist and a personal interview will be scheduled with the Selection Committee.

If you have any questions, please call Dr. Anchen Schulz, Hispanic Leadership Fellows Program Assistant, at (609) 292-6835.

Enclosures

APPLICATIONS MUST BE POSTMARKED BY NOVEMBER 1, 1985

New Jersey Is An Equal Opportunity Employer

Form #1

Return by November 1, 1985 to:
Dr. Anchen Schulz
Hispanic Leadership Fellows Program
Office of Bilingual and International Education
New Jersey Dept. of Higher Education
225 West State Street, - CN 542
Trenton, NJ 08625

NOMINATION OF CANDIDATE

1986 Hispanic Leadership Fellows Program

1. I would like to nominate (name)_____

2. If my nominee is selected as a fellow in the Hispanic Leadership Fellows Program:

   I agree to provide the necessary release time from his/her regular responsibilities on this campus to participate in the following required activities:

   * the final interview (December, 1985)
   * two intensive training institutes, four days in February, 1986 and one week in July, 1986
   * the American Association of Higher Education national conference (March, 1986)
   * the short-term internship at a host institution (two weeks, minimum)
   * the written project
   * the closing ceremony (December, 1986)
   * any other fellowship-sponsored activities

   I will serve as mentor or designate a top academic officer a mentor.

   I will provide an opportunity for the fellow to gain meaningful experience in critical aspects of institutional administration.

   This institution will cover the following travel and/or accommodation expenses associated with the program:

   * the final interview (for selection of the 1986 fellows)
   * the two training institutes (travel only)
   * the American Association of Higher Education national conference
   * the short-term internship
   * the closing ceremony

Signed_____ Date _____

Please type the following:

Name of Official_____

Title_____

Institution_____

Address_____

City_____ State_____ Zip Code_____

Form #2

Return by November 1, 1985 to:
Dr. Anchen Schulz
Hispanic Leadership Fellows Program
Office of Bilingual and International Education
New Jersey Dept. of Higher Education
225 West State Street, - CN 542
Trenton, NJ 08625

APPLICATION FORM

1986 Hispanic Leadership Fellows Program

Five copies of current resume must be included with this application.

BIOGRAPHICAL DATA

Applicant's Name _____

Title _____

Home Address _____
Street City State Zip Code

Home Telephone _____
Area Code

Institution _____

Address _____
Street City State Zip Code

Office Telephone _____
Area Code

EDUCATIONAL BACKGROUND (Please give most recent institution first)

College/University	Dates	Field of Study	Degrees Received

PROFESSIONAL HISTORY (Begin with your present position)

Position and rank_____ Dates of employment_____

Name and address of institution_____

_____

_____

Name of immediate supervisor_____

Description of duties_____

_____

_____

List three to five major accomplishments in this position_____

_____

_____

_____

Position and rank_____ Dates of employment_____

Name and address of institution_____

_____

_____

Name of immediate supervisor_____

Description of duties_____

_____

_____

List three to five major accomplishments in this position_____

_____

_____

_____

PROFESSIONAL HISTORY (continued)

Position and rank _____ Dates of employment _____

Name and address of institution _____

_____

_____

Name of immediate supervisor _____

Description of duties _____

_____

_____

List three to five major accomplishments in this position _____

_____

_____

_____

ORGANIZATIONS (List by specific organizations, including elected positions held, and dates)

Professional: Name _____ Dates _____

Name _____ Dates _____

Name _____ Dates _____

Collegiate: Name _____ Dates _____

Name _____ Dates _____

Name _____ Dates _____

Community: Name _____ Dates _____

Name _____ Dates _____

Name _____ Dates _____

Honors, awards, fellowships, etc. _____

On separate page please explain the following (limit each response to no more than 500 words):

1) Your career aspirations, including a description of the position you want to be holding in 5 years.

2) What you hope to achieve by participating in the Hispanic Leadership Fellows Program.

Please list three references who will be submitting Form #3:

1.Name_____ Title_____

Address_____ Phone No._____

2.Name_____ Title_____

Address_____ Phone No._____

3.Name_____ Title_____

Address_____ Phone No._____

To the best of my knowledge, the information I have given is true and accurate. I understand that the Hispanic Leadership Fellows Program requires my participation in two intensive training institutes, the national conference of the American Association of Higher Education, the closing ceremony and any other fellowship-sponsored activities as well as the completion of a written project and a short-term internship of at least two-weeks' duration.

_____ _____

Signature of Applicant Date

APPLICATIONS MUST BE POSTMARKED BY NOVEMBER 1, 1985

Form #3

Return by November 1, 1985 to:
Dr. Anchen Schulz
Hispanic Leadership Fellows Program
Office of Bilingual and International Education
New Jersey Dept. of Higher Education
225 West State Street, - CN 542
Trenton, NJ 08625

LETTER OF RECOMMENDATION

1986 Hispanic Leadership Fellows Program

Name of Candidate_____

We would appreciate your candid evaluation of the individual named above who has been nominated for the Hispanic Leadership Fellows Program. We are particularly interested in your general evaluation of the nominee's leadership ability relevant to a career in academic administration. We are also interested in your evaluation of his/her writing ability, dependability and creativeness.

1. Please state the nature of your relationship with the candidate_____

_____

2. How many years have you known the candidate?_____

Name_____ Title_____

Institution_____

_____ _____

Signature Date

Form #3

Return by November 1, 1985 to:
Dr. Anchen Schulz
Hispanic Leadership Fellows Program
Office of Bilingual and International Education
New Jersey Dept. of Higher Education
225 West State Street, - CN 542
Trenton, NJ 08625

LETTER OF RECOMMENDATION

1986 Hispanic Leadership Fellows Program

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1. Please state the nature of your relationship with the candidate_____

_____

2. How many years have you known the candidate?_____

Name_____ Title_____

Institution_____

_____ _____

Signature Date

Form #3

Return by November 1, 1985 to:
Dr. Anchen Schulz
Hispanic Leadership Fellows Program
Office of Bilingual and International Education
New Jersey Dept. of Higher Education
225 West State Street, - CN 542
Trenton, NJ 08625

LETTER OF RECOMMENDATION

1986 Hispanic Leadership Fellows Program

Name of Candidate_____

We would appreciate your candid evaluation of the individual named above who has been nominated for the Hispanic Leadership Fellows Program. We are particularly interested in your general evaluation of the nominee's leadership ability relevant to a career in academic administration. We are also interested in your evaluation of his/her writing ability, dependability and creativeness.

1. Please state the nature of your relationship with the candidate_____

_____

2. How many years have you known the candidate?_____

Name_____ Title_____

Institution_____

_____ _____

Signature Date

Appendix D

Profile of Hispanic Leadership Fellows: 1983-1986

PROFILE OF HISPANIC LEADERSHIP FELLOWS: 1984-1986*

Institutional Origin:	N=74 (100%)
New York	34%
New Jersey	31
Pennsylvania	18
Connecticut/Massachusetts	12
Virginia/Florida	5
Highest Degree:	
Doctorate	54%
Master's	46
Position:	
Administrative/Counseling Full- and Part-time	73%
Faculty	
Full-time	21**
Part-time	6
Sex:	
Male	51%
Female	49
Hispanic Subgroup:	
Puerto Rican	66%
Central/South American	15
Cuban	12
Mexican	8
Spanish	1

*There were 74 fellows over the three-year period: 30 in 1984, and 22 each in 1985 and 1986.

**Foreign language departments, primarily.

GROUP PROFILE
1983-1984

1. Female ------- 15 (50%) Male ------- 15 (50%)

2. Age:
   20-29 years ---------- 1 (3.3%)
   30-39 years ---------- 14 (46.7%)
   40-49 years ---------- 14 (46.7%)
   50-59 years ---------- 1 (3.3%)

3. Ethnic/racial background:
   White - 0
   Black - 1 (3.3%)
   Hispanic -
   Puerto Rico - 18 (60%) Ecuador ---- 1 (3.3%)
   Cuba -------- 4 (13.3%) Mexico ----- 1 (3.3%)
   Argentina --- 3 (10%) Panama ----- 1 (3.3%)
   Other: Peru - 1 (3.3%)

4. Marital status:
   Single ---------- 4 (13.3%)
   Married ---------- 20 (66.7%)
   Divorced/separated ----- 6 (20%)
   Widowed ---------- 0

5. Number of children:
   0 - 11 (36.7%)
   1 - 6 (20%)
   2 - 11 (36.7%)
   3 - 2 (6.6%)

6A. Type of position (they could choose more than one)
   7 (23.3%) Faculty
   1 (3.3%) Faculty/Administrator/Academic Areas
   1 (3.3%) Faculty/Counseling/Recruitment
   1 (3.3%) Faculty/Administrator/Facilities
   1 (3.3%) Faculty/Administrator/Health Profession
   4 (13.3%) Faculty/Administrator
   1 (3.3%) Faculty/Academic Areas
   8 (26.7%) Administrator
   1 (3.3%) Administrator/Student Services
   1 (3.3%) Administrator/Fiscal Affairs/Recruitment
   1 (3.3%) Administrator/Academic Areas
   2 (6.7%) Academic Areas
   1 (3.3%) Counseling

   Salary:
   $15,000-$19,999 - 0 (0%)
   $20,000-$24,999 - 4 (13.3%)
   $25,000-$29,999 - 11 (36.7%)
   $30,000-$34,999 - 9 (30%)
   $35,000-$39,999 - 5 (16.7%)
   Over $40,000 - 1 (3.3%)

6B. Highest degree completed:

Bachelor's Degree	30 (100%)
Master's Degree	14 (46.7%)
Ph.D.	14 (46.7%)
Ed.D.	2 (6.6%)
Other	None

7. Tenured:

Yes - 15 (50%)
No - 12 (40%)
N/A - 3 (10%)

Liderato en Educación

Hispanic Leadership Fellows Program

Summary
GROUP PROFILE
1984-1985

1. Female 10 Male 13

2. Date of birth/age range: 27-58 average age: 42.86

3. Place of birth USA - 10, Cuba - 4, Dom. Rep. - 1, P. Rico - 4, Mexico - 2, Spain - 1, and Peru - 1 = 23

4. Ethnic/racial background:
   White 21
   Black 1
   Hispanic:

Puerto Rico	8	Argentina	0	Panama	1
Dominican Rep.	1	Cuba	5	Colombia	0
Ecuador	0	Honduras	0	Mexico	2

   Other Peru 1, Spain 1

5. Marital status

Single	5
Married	12
Divorced/separated	5
Widowed	0

6. Number of children / range - 0-9 average # 1.4 children

7A. Type of position (you may check more than one):

6	Faculty
7	Administrator
	Academic Areas
1	Student Service/Faculty
	Counseling
	Fiscal Affairs
	Recruitment
	Health Profession
	Facilities, Housing
9	Faculty/Administrator

Salary:

0	$15,000 - $19,999
4	$20,000 - $24,999
4	$25,000 - $29,999
4	$30,000 - $34,999
8	$35,000 - $40,000
3	$40,000 +

7B. Highest degree completed

0	Bachelor's degree
5	Master's degree
12	Ph.D.
4	Ed.D.
	Other 1/ABD - 1 (JDW/Ph.D. - MDW/Ph.D)

8. Tenured Yes 8 No 14 N/A - 1

Department of Higher Education, 225 West State Street, CN 542, Trenton, N.J. 08625 (609) 292-6835

Hispanic Leadership Fellows Program

GROUP PROFILE
1986

1. Female 14 Male 9

2. Date of birth/Age range: 34-57; average age: 39.91

3. Place of birth: Argentina-2, Bolivia-1, Colombia-2, Cuba-2, Puerto Rico-10, USA-6

4. Ethnic/racial background:
   White 4
   Black
   Hispanic:

Puerto Rico	13	Argentina	2	Panama	
Dominican Rep.		Cuba	4	Colombia	1
Ecuador		Honduras		Mexico	1

   Other Bolivia-1, Spain-1

5. Marital status:

Single	4
Married	15
Divorced/separated	4
Widowed	0

6. Number of children/Number range: 0-7 Average number of children: 1.39

7. Type of position

8	Faculty
8	Administrator
2	Academic Advisor
2	Student Services
2	Counseling
0	Fiscal Affairs
0	Recruitment
1	Health Professions
0	Facilities, Housing

Salary:

0	$15,000 - $19,999
2	$20,000 - $24,999
10	$25,000 - $29,999
7	$30,000 - $34,999
3	$35,000 - $40,000
1	over $40,000

8. Highest degree completed

0	Bachelor's degree
15	Master's degree
7	Ph.D.
1	Ed.D.
0	Other

9. Tenured Yes 7 No 15 N/A 1

Department of Higher Education, 225 West State Street, CN 542, Trenton, N.J. 08625 (609) 292-6835

Appendix E

End-of-the-Year Evaluation Questionnaire

Please return by:
October 7, 1985

HISPANIC LEADERSHIP FELLOWS PROGRAM
QUESTIONNAIRE

Thank you very much for responding. As you know from the cover letter, this questionnaire is meant to provide information which can assist us with assessment of the program. Data from this questionnaire can give insight on what was accomplished in light of what was expected. In addition, though, we are also interested in learning about any unintended consequences of the program. It is our experience that many positive aspects of programs, and some of the more troublesome, negative aspects, are unintended. Therefore we are willing to look for all effects, goal-related or not, and we appreciate your sharing with us any and all relevant information.

I. Hispanic Leadership Fellows Program Information

Kindly assess your own experiences within the fellowship program in light of your orignial statement of objectives.

Using a scale of 1 to 5, where 1 represents no new knowledge and 5 represents much new knowledge, please indicate which skill(s) you have refined or strengthened as a result of the fellowship program.

	New Knowledge				Nothing New
1. Have you become more knowledgeable about the "unwritten rules" that govern academic politics?	5	4	3	2	1
2. Have you become more knowledgeable about how to increase your chances for getting your work published?	5	4	3	2	1
3. Have you become more knowledgeable about how to gain visibility in professional organizations?	5	4	3	2	1
4. Have you become more knowledgeable about how to develop a career plan of action?	5	4	3	2	1
5. Have you become more knowledgeable about how to develop support systems for yourself?	5	4	3	2	1
6. Have you become more knowledgeable about substantive administrative skills necessary for furthering your career?	5	4	3	2	1

7. Have you become more knowledgeable about networks and their multiple uses? 5 4 3 2 1

8. Have you become more knowledgeable about Hispanic groups? 5 4 3 2 1

9. Have you become more knowledgeable about Hispanic issues? 5 4 3 2 1

10. Have you become more interested in Hispanic issues?
_____ Yes _____ No (Specify)_____

11. Have you become more knowledgeable about the elements of working within the institutional system? 5 4 3 2 1

12. Have you become more knowledgeable about career opportunities and strategies appropriate for your advancement? 5 4 3 2 1

13. Have you become more knowledgeable about techniques and strategies for increasing your impact or influence on your institution? 5 4 3 2 1

14. Have you become more knowledgeable about new leadership roles appropriate for you? 5 4 3 2 1

15. Have you become more knowledgeable about how to conduct a personal needs assessment for yourself? 5 4 3 2 1

16. Have you become more knowledgeable about how to establish links with and influence legislators and other policy makers? 5 4 3 2 1

17. Have you become more knowledgeable about new academic perspectives, i.e. new developments in the profession? 5 4 3 2 1

18. Do you believe your professional understanding has been enhanced?

_____ Yes _____ No _____ Unsure
Please specify:

19. Do you believe your self-perception has been enhanced?

_____ Yes _____ No _____ Unsure
Please specify:

20. Do you have more confidence in your skills as an administrator or faculty member?

_____ Yes _____ No _____ Unsure
Please specify:

21. Describe the nature of your relationship with your institutional mentor.

22. Do you consider the relationship with your mentor as being professionally beneficial for you?

_____ Yes _____ No _____ Unsure
Please specify:

23. Do you believe you are more skilled today in using the mentor process than you were at the start of the fellowship?

_____ Yes _____ No _____ Unsure
Please specify:

24. Do you believe your internship experience was worthwhile?

_____ Yes _____ No _____ Unsure
Please specify:

25. Do you believe your written project was a valuable experience?

_____ Yes _____ No _____ Unsure
Please specify:

26. Do you feel that your participation in the Hispanic Leadership Fellows Program has enhanced your professional development?

_____ Yes _____ No _____ Unsure
(Please provide all relevant details, i.e. how or why not?)

II. Training Institutes

To determine whether or not the training institutes met your needs and our objectives, we would like you to give us your opinion once again on the design, presentation and value of the training provided. Please circle the number which best expresses your reaction to each of the items below. Feel free to offer additional comments and suggestions.

OVERALL EVALUATION

		Excellent				Poor
1.	The scope of topics presented through training sessions was	5	4	3	2	1
2.	The overall quality of the presentations during the training institutes was	5	4	3	2	1
3.	The organization of the training institutes was	5	4	3	2	1
4.	The convenience of the location(s) was	5	4	3	2	1
5.	On the whole, I consider the institutes	5	4	3	2	1

6. I would attend a more intensive training institute next year.

_____ Yes _____ No

7. What was the most outstanding feature of the fellowship training?

8. What was the least desirable feature of the training institutes?

III. Post-training Survey

The Hispanic Leadership Fellows Program early this year conducted a pre-training survey to determine your own assessment of your level of knowledge in various areas. This post-training survey is conducted to ascertain what, if any, change(s) you believe occurred in your knowledge level(s). All information will be confidential.

Using a scale of 1 to 5, where 1 represents NO KNOWLEDGE and 5 represents NEW KNOWLEDGE, rate your current level of knowledge of the following areas:

A. Computer Technology

1.	General use of computers in education	5	4	3	2	1
2.	Computer Assisted Instruction (CAI)	5	4	3	2	1
3.	Computers: equipment (e.g. microcomputers, mainframes,etc.)	5	4	3	2	1
4.	Electronic mail	5	4	3	2	1
5.	Telecommunications	5	4	3	2	1

B. Management Styles

1.	Overall knowledge of management	5	4	3	2	1
2.	Management techniques (e.g. management by objectives, participative management)	5	4	3	2	1

C. Communication Skills

1.	Overall knowledge of communication techniques	5	4	3	2	1
2.	Assertiveness vs. aggressiveness	5	4	3	2	1
3.	Negotiation and Persuasion	5	4	3	2	1
4.	Non-verbal communication	5	4	3	2	1
5.	Public speaking	5	4	3	2	1

D. Leadership Skills

1.	Overall knowledge of leadership skills	5	4	3	2	1
2.	Building commitment and motivation	5	4	3	2	1
3.	Handling confrontation	5	4	3	2	1
4.	Understanding and working the hierarchy	5	4	3	2	1

E. Policy Development and Implementation

1.	Overall knowledge of policy	5	4	3	2	1
2.	Official policy makers: local, state, national	5	4	3	2	1
3.	Information channel to policy makers, formal and informal	5	4	3	2	1
4.	Lobbying and advocacy groups	5	4	3	2	1

F. Grantsmanship

1.	Identifying funding sources	5	4	3	2	1
2.	The essential elements of a good proposal	5	4	3	2	1
3.	Professional follow-up procedures	5	4	3	2	1
4.	Alternatives to governmental funding (e.g. foundations and corporations)	5	4	3	2	1

G. Budget

1.	Overall knowledge of budgetary process	5	4	3	2	1
2.	Budget categories	5	4	3	2	1
3.	Budget projections: what to consider	5	4	3	2	1
4.	Legislative budgetary cycle (federal, state, institutional)	5	4	3	2	1

H. Hispanics in Higher Education

1.	Overall knowledge of status of Hispanics in higher education (e.g. student enrollment, faculty promotion)	5	4	3	2	1
2.	Publications and research	5	4	3	2	1
3.	Organizations (national, state, and local)	5	4	3	2	1

I. Cross-cultural Dimensions

1.	Overall knowledge of cultural differences of minority groups	5	4	3	2	1
2.	Proxemic behavior	5	4	3	2	1
3.	Conceptualization of time	5	4	3	2	1
4.	Kenesics	5	4	3	2	1
5.	Metalinguistics	5	4	3	2	1

IV. Professional Accomplishments

We are interested in any non-reactive measures of success of the program, such as awards or citations you may have been nominated for or received, contacts made, publications or any evidence of career advancement. Such information will also be of great value in our efforts to secure funding for continuation of the program. Please detail below.

V. Additional Comments

Thank you for your cooperation and assistance.

Appendix F

Fellowship Directory
(1983 - 1984)

HISPANIC LEADERSHIP FELLOWS PROGRAM
DIRECTORY
1983 - 1984

NEW JERSEY DEPARTMENT OF HIGHER EDUCATION
in cooperation with
WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION
and
AMERICAN COUNCIL ON EDUCATION

Funded through a Grant from the
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

NEW JERSEY DEPARTMENT OF HIGHER EDUCATION

Dr. T. Edward Hollander
Chancellor

Dr. Franklyn G. Jenifer
Vice Chancellor

Academic Affairs Area
Dr. Edward Goldberg
Assistant Chancellor for Academic Affairs

Hispanic Leadership Fellows Program
Staff

Dr. Narcisa A. Polonio Jones, Director
Ms. Wilma I. Cubero, Program Officer
Dr. Anisia B. Quiñones, Program Officer

Secretarial Support

Ms. Helen K. Wikoff
Ms. Carolyn Johnson

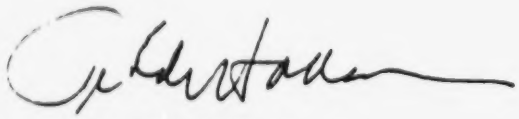
PREFACE

I am pleased to introduce to you the 1983-84 Hispanic Leadership Fellows. Their professional accomplishments have identified them as disciplined scholars and practitioners, committed to the improvement of higher education while continuing the challenging task of providing meaningful contributions and leadership to the Hispanic community.

The Fellows successfully competed in a rigorous selection process which included a review of their qualifications, professional experience, and career aspirations and an interview process conducted by representatives from the American Council on Education, the Woodrow Wilson National Fellowship Foundation, the Hispanic Higher Education Coalition, and representatives from the national Hispanic higher education community.

The professional development training experience offered by the Hispanic Leadership Fellows Program will enable the Fellows to function more effectively on their home campuses, serve as role models for students and colleagues, and move into the mainstream of higher education administration. Ultimately, however, the real impact will be on the growing population of Hispanic college students. They will benefit from the improved ability of the higher education system to respond to their needs brought about by the Fellows' active participation in the overall policies and governance of their institutions.

On behalf of the Department and the co-sponsoring organizations, I invite you to join us in congratulating the 1983-84 Fellows and wishing them success in all their future endeavors.



T. Edward Hollander
Chancellor
Department of Higher Education

February, 1984

INTRODUCTION

The Hispanic Leadership Fellows Program has been funded by the Fund for the Improvement of Postsecondary Education, United States Department of Education, and is being sponsored by the New Jersey Department of Higher Education in cooperation with the Woodrow Wilson National Fellowship Foundation and the American Council on Education.

The Hispanic Leadership Fellows Program is designed to identify a select group of Hispanic faculty and administrators currently employed by colleges and universities in New Jersey, New York, and Pennsylvania who have the potential of moving into top or middle management positions. Each year, thirty Fellows will be chosen to participate during the course of the academic year in a training program to develop skills in management, communication, budgeting, and decision-making, with emphasis on practical applications and cross-cultural dimensions.

HISPANIC LEADERSHIP FELLOWS

1983-1984

Eida Berrío
New Jersey Institute of Technology

René Cabrera
Cornell University

Rosa A. Cintrón
College at Old Westbury

Silvia Inés Chelala
College of New Rochelle

Susana Magadalena Daniele Sotillo
Community College of Philadelphia

Octavio de la Suaree
William Paterson College

Heriberto Romero Dixon
New School for Social Research

Ricardo J. Figueroa
Mercer County Community College

Adriana García de Aldridge
The City College

Xavier F. González
County College of Morris

Joaquín Jiménez, Jr.
Orange County Community College

Ramón Lavandero
Thomas Jefferson University

Ruth Lugo-Álvarez
Montclair State College

Diane Maldonado-Carvajal
Rutgers, The State University

Laudelina Martínez
Elizabeth Seton College

Robert A. Martínez
City University of New York

Emilia E. Martínez-Brawley
The Pennsylvania State University

Richard M. Muñiz
Rutgers, The State University

Wilfredo Nieves
Essex County College

Jesse Nixon, Jr.
Capital District Psychiatric Center

Elsa Núñez-Wormack
Ramapo College of New Jersey

Theresa Ortiz de Hadjopoulos
Nassau Community College

Ada Ortuzar-Young
Drew University

Carlos A. Perez
William Paterson College

Celia Freda Prairie
Holy Family College

Juana Reina-Morrison
Burlington County College

Vincenne Maria Revilla
Point Park College

Max Rodríguez
LaGuardia Community College

Rubén Sandoval
Passaic County College

Anthony M. Stevens-Arroyo
Brooklyn College

ACKNOWLEDGEMENTS

The planning and implementation of the Hispanic Leadership Fellows Program is the result of the collaborative efforts of many people. We would like to express our appreciation and gratitude to these individuals who gave freely their time and expertise in helping to plan the program and/or select the Fellows.

Gregory R. Anrig, President
Educational Testing Service
Princeton, NJ

Carlos Arce, Executive Director
National Chicano Council on Higher Education
Austin, TX

Rafael L. Cortada, President
El Camino Community College
Torrance, CA

Richard W. Couper, President
Woodrow Wilson National Fellowship Foundation
Princeton, NJ

Russell Edgerton, President
American Association for Higher Education
Washington, D.C.

Anthony Fairbanks, Vice President
Administrative Fellows Program
Woodrow Wilson National Fellowship Program
Princeton, NJ

Lillian Fernández, Director
Congressional Hispanic Caucus, Inc.
Washington, D.C.

Madeleine Green, Director
Center for Leadership Development and
Academic Administration
American Council on Education
Washington, D.C.

Judith A. Himes, Program Officer
Woodrow Wilson National Fellowship Foundation
Princeton, NJ

Eleanor Horne, Secretary to the Corporation
and Executive Assistant to the President
Educational Testing Service
Princeton, NJ

Arturo Madrid, Professor
University of Minnesota
Minneapolis, MN

Rafael Magallán, Executive Director
Hispanic Higher Education Coalition
Washington, D.C.

Winton H. Manning, Senior Scholar
Educational Testing Service
Princeton, NJ

Theodore J. Marchese, Vice President
American Association for Higher Education
Washington, D.C.

Sarah E. Meléndez, Associate Director
Office of Minority Concerns
American Council on Education
Washington, D.C.

Maria Mercado, Program Administrator
Educational Testing Service
Princeton, NJ

Jack W. Peltason, President
American Council on Education
Washington, D.C.

Cecilia Preciado-Burciaga, Assistant Provost
Stanford University
Stanford, CA

NAME: Eida Berrío

TITLE: Coordinator of Admissions and Recruitment

SCHOOL: New Jersey Institute of Technology
323 High St.
Newark, NJ 07306

PHONE NO.: (201) 645-5238

SPONSOR: Saul K. Fenster, President
New Jersey Institute of Technology

Eida Berrio holds the position of Coordinator of Admissions and Recruitment for the Educational Opportunity Program (E.O.P.) at New Jersey Institute of Technology. In this capacity, she coordinates and conducts all E.O.P. recruitment and admissions activities on campus and off campus. She also serves as a liaison between the Hispanic community and the university through constant interaction with community based organizations such as: F.O.C.U.S., Aspira, and other agencies serving Hispanic youth.

Prior to coming to N.J.I.T., Eida developed and taught English as a Second Language (E.S.L.) courses at Hudson County Community College. She served for three years as a College Placement Advisor for the Special Services Department at Essex County College.

Eida is a member of a number of professional organizations; among them: the New Jersey Educational Opportunity Fund Professional Association, the Association of Developmental Educators, and the N.J. Association of College Admissions Counselors. In addition, she is presently the Chairperson of the Northern Region of the Hispanic Association of Higher Education.

She received a B.A. in Spanish from Montclair State College and an M.A. in Education (E.S.L. concentration) from Seton Hall University where she is presently a doctoral candidate. Her present field of study is Higher Education Administration. Eida is also completing an M.A. in Spanish Language and Literature at New York University.

NAME: René Cabrera

TITLE: Associate Director of Admissions

SCHOOL: Cornell University
300 Day Hall
Ithaca, NY 14583

PHONE NO.: (607) 256-5241

SPONSOR: W. Keith Kennedy, University Provost
Cornell University

A native of New York City, Rene received a Bachelor of Science degree in elementary education from the State University of New York at Oneonta in 1973 and a Master of Science degree in education from Marywood College in 1979. Between 1975 and 1977, he was employed in various counseling capacities, first with the SUNY at Oneonta Opportunity Program and, later, as a youth division counselor with the New York State Division for Youth at Camp Brace.

Mr. Cabrera's career in admissions and educational administration began in 1977 when he was appointed Assistant Director of Special Programs at SUNY at Oneonta. In 1979 he was appointed Assistant Director of Admissions at Cornell University in Ithaca, New York.

Rene was promoted to his current position of Associate Director of Admissions in 1982, when he was given the responsibility of formulating and managing the University's recruitment program in the Southeastern United States. He also continues to have some auxiliary responsibility in the area of minority recruitment.

In the absence of Cornell's Associate Dean of Admissions during 1982-83, Mr. Cabrera was asked to formulate and orchestrate the University's minority recruitment efforts. In addition to authoring the minority recruitment plan, he supervised all recruitment activities, managed minority admissions policies in conjunction with Cornell's seven undergraduate division, and provided effective liaison with outside agencies.

Mr. Cabrera has been active in a number of professional organizations, including the National Association of College Admissions Counselors, as well as SACAC and NYACAC. This past September at NACAC's national meeting in San Antonio, Mr. Cabrera conducted a workshop entitled, "Taking Risks and Winning: Non-traditional Students and the Selection School."

Rene's avocations include traveling, coaching, and long distance running.

NAME: Rosa A. Cintrón

TITLE: Counselor and Foreign Student Advisor

SCHOOL: State University of New York/ College at Old Westbury
P.O. Box 211
Old Westbury, NY 11568

PHONE NO.: (516) 876-3053

SPONSOR: Scully Stikes, Vice President, Student Development
SUNY/College at Old Westbury

Rosa Cintron received a B.A. in Social Sciences and a M.A. in Clinical Psychology from the University of Puerto Rico, Rio Piedras Campus.

For several years her main area of development and disciplinary interest was the delivery of mental health services to Hispanics. Within this domain, issues such as diagnoses, cultural values, and emotional adaptation to a new culture represented intellectual challenge and empirical complexities.

During these years Rosa was involved with different grass-root community agencies, non-Hispanic staff training, and served as board member at the local and state level. She had the opportunity to develop, implement and direct mental health services for Hispanics. She also supervised and trained para-professional and professional staff and was involved in psychological testing, consultation to school districts, court expert testimony, conference moderator and presentor.

Presently she is a counselor and the Foreign Student Advisor at SUNY/College at Old Westbury. The duality of her role allows for general student contact (individual/group counseling, workshops, etc.), as well as interaction with international students. Rosa's main area of interest continues to be Hispanic adaptation to a new culture (within higher education) and the similarities/differences between Hispanic students and international students, who also come from traditional cultures.

NAME: Silvia Inés Chelala

TITLE: Humanities Chair

SCHOOL: District Council 37 Campus of
the College of New Rochelle
125 Barclay St.
New York, NY 10007

PHONE NO.: (212) 766-1580

SPONSOR: Stephen Sweeney
Senior Vice President
for Academic Affairs
College of New Rochelle

Silvia is a member of the instructional staff of the School of New Resources, College of New Rochelle - a B.A. program for adults from diverse racial and economic backgrounds. Her responsibilities include teaching; hiring, supervising, and evaluating part-time faculty; and developing curriculum in the area of the humanities. She has been assigned to the D.C. 37 Campus but, in her area of expertise, she has school-wide responsibilities. She has developed and monitored course offerings and advised students within her area. Her school-wide activities include Vice-Chair of the Academic Council, Chair of the Faculty Committee of the Academic Council, Coordinator of the Task Force on Faculty for institutional self-studies, membership in the College Senate and in its Academic Assessment Committee.

Her research and interests center around the needs of the Hispanic adult learner in our multi-cultural society. She has developed techniques to evaluate these needs and has instituted programs specifically designed to meet them.

She received a degree as Profesora en Ingles from the Facultad de Filosofia y Letras, Universidad Nacional de Tucuman, Argentina; an M.A. degree in English and American Literature and a Ph.D. in TESOL from New York University, New York.

NAME: Susana Magdalena Daniele Sotillo

TITLE: ESL/Bilingual Services Coordinator

SCHOOL: Community College of Philadelphia
1700 Spring Garden W2-49D
Philadelphia, PA. 19133

PHONE NO.: (215) 751-8527

SPONSOR: Raymond Pietak, Provost
Community College of Philadelphia

Susana is coordinator of the ESL/Bilingual Services Component at the Community College of Philadelphia. Her responsibilities include identifying the needs of students of limited English proficiency, developing and implementing appropriate instructional programs, and preparing and managing grants. The ESL/Bilingual Instructional Program has a total enrollment of 725 students per semester.

Ms. Daniele has published several research articles dealing with bilingualism and literacy in the first language. She has served on numerous leadership positions. She is currently on the Advisory Board of LULAC, CCPEP (Concerned Citizens for Public Education in Philadelphia), P.A.B.E. (Pennsylvania Association for Bilingual Education), and the Pennsylvania Task Force for the Education of Persons of Limited English Proficiency.

Ms. Daniele has a B.S. in Journalism, a Master's in Urban Geography and another M.A. in International Relations and is currently completing her doctoral studies in Educational Linguistics at the University of Pennsylvania.

NAME: Octavio de la Suaree´

TITLE: Associate Professor

SCHOOL: William Paterson College of New Jersey
300 Pompton Rd.
Wayne, NJ 07470

PHONE NO.: (201) 595-2330

SPONSOR: Seymour C. Hyman, President
William Paterson College
of New Jersey

Octavio is an Associate Professor of Spanish Culture and Literature and Chairman of the Department of Languages and Cultures at the William Paterson College of New Jersey. His specialization centers on contemporary Spanish American and Caribbean poetry, and he has published several books and numerous articles on the subject. He has been invited to lecture at various national and regional organizations in his area of expertise as well as abroad in Latin-American countries.

Besides serving as chairman of his department for the last six years (a department which comprises graduate and undergraduate courses in bilingual/ESL education and eleven foreign languages), he has also been elected to lead several college-wide committees, such as the All College Sabattical Committee (1979-80), and has coordinated over eight national conferences on foreign language and international studies. He has been the co-editor of two Hispanic magazines on contemporary poetry, Envios and Contra Viento y Marea. He has also been the faculty advisor for the Spanish Club, the Organization of Latin American Students, and he is presently the advisor to the Freshman Class (1983-84).

Prior to his faculty appointment in New Jersey, Octavio taught Spanish language and culture courses at both the City College and Queens College in New York. He holds an honorable discharge from the U.S. Army and worked four years as a case worker for the City of New York and a publishing company.

He has a Ph.D. from the City University of New York in Spanish Studies, an M.A. on Spanish Thought from City College of New York and holds a B.A. from the University of Miami in Florida.

Octavio is married to Alicia de la Suaree, a secretary with American Cyanamid in Wayne. They have one child, Cristina, 6.

NAME: Heriberto Romero Dixon

TITLE: Associate Professor

SCHOOL: Graduate School of Management and Urban Professions
New School for Social Research
65 Fifth Ave., Room 256
New York, NY 10003

PHONE NO.: (212) 741-7757

SPONSOR: Robert Curvin, Dean
Graduate School of Management and Urban Professions

Heriberto is an Associate Professor in Management, teaching in the areas of labor markets, management, accounting, and human resources management and developments for the New School for Social Research's Graduate School of Management and Urban Professions. For two years, he was the Project Director of a major management training program for the New York City Human Resources Administration funded by the New York State Department of Social Services. Currently, Heriberto is the New School's liaison for the U.S. Department of Education's National Hispanic Student Network. In addition, he has done extensive research, consulting and publishing on comparative human resources management and development with special focus on the Caribbean and Latin America.

He is a founding member of the Board of Directory and Treasurer of the Institute for Puerto Rican/Hispanic Elderly, founding member of the E. Elmhurst Lions Club, Founder and President of the Coalition of Citizens for Cuban-Americans, Inc., past member of the Board of Circulo de Cultura Panamericano, Associate Editor of Unveiling Cuba Literary magazine and Associate of Afro-Hispanic Review.

He has taught management courses at the University of Pittsburgh, Bilingual Institute of Biscayne College, Miami Dade Community College, Queens College, and the Universidad del Norte in Barranquilla, Colombia. Additionally, he served as Assistant to the Dean of the Columbia University Graduate School of Business where he coordinated the MBA Management Consultants, Inc. who provided assistance to local minority business people.

Heriberto holds a B.A. degree in Accounting and Economics from Queens College, an MBA degree in Corporate Relations and Public Policy from Columbia University, and a Ph.D. in Higher Education from the University of Pittsburgh.

He is married to the former Olivia Maria Matthews of Marianao, Cuba, who is employed as a computer person for a major soft drink bottler in Queens, New York.

NAME: Ricardo J. Figueroa

TITLE: Assistant Director of Admissions

SCHOOL: Mercer County Community College
James Kerney Campus
P.O. Box B
Trenton, NJ 08690

PHONE NO.: (609) 586-4800, Ext. 667

SPONSOR: John P. Hanely, President
Mercer County Community College

Ricardo is Assistant Director of Admissions at Mercer County Community College. His work primarily involves the operation of the Admissions and Financial Aid Office through the inner-city campus of the college. He gives added attention to the areas of minority identification and enrollment with a focus on Hispanic applicants.

Before the Admissions Office assignment, Ricardo held the position of Director of Special Programs and Education Specialist at Mercer. His primary task was to plan, implement, and coordinate an Evening/Weekend College Program for the under and unemployed. His experience as a Program Analyst in the Educational Opportunity Fund Program of the N.J. Department of Higher Education assisted him in effectively assessing the needs of the target-population in order for him to provide the services required to make a weekend college program successful. Prior to the appointment at the state, he also worked as Assistant Director of the Educational Opportunity Fund Program at Westminster Choir College, a four-year private institution in Princeton, New Jersey. He held this position while completing a B.A. in Political Science with a Minor in Spanish from Livingston College, Rutgers University. He received an M.Ed. in Student Personnel Services from Trenton State College and has completed all course requirements for a Principal's Certificate.

Ricardo has been actively involved with community organizations such as the Old Trenton Neighborhood Corporation, the Planning and Allocations Committee of the Delaware Valley United Way, the Knights of Columbus, the Puerto Rican Caucus, and other community and professional associations.

Ricardo is married to Marisela F. Figueroa, a bilingual teacher in the Trenton, New Jersey school system. They have three children: Gabriella, 10; Ricardo, 7; and Melissa, 1½.

NAME: Adriana García de Aldridge

TITLE: Associate Professor

SCHOOL: The City College
Convent Ave. at 138th St.
New York, NY 10031

PHONE NO.: (212) 690-6763

SPONSOR: Bernard Harleston, President
The City College

Adriana Garcia de Aldridge is Associate Professor of Puerto Rican Studies at the City College of the City University of New York, where she teaches history, literature and language of the Hispanic Caribbean at the undergraduate and graduate levels. Her graduate courses are particularly directed to the students of the bilingual program at the college.

She has served as Acting Chairman of the Department of Puerto Rican Studies, Chairman of the Curriculum Committee of the department, member of the executive committee of the Divisional Faculty Council of the college, Chairman of Spanish and Elementary Grammar, as well as Chairman of first semester, second year Spanish. She currently is involved with student advisement, directing Hispanic students into the professions and into graduate schools.

Prior to her faculty appointment in the Department of Puerto Rican Studies, she held a similar post in the Romance Languages Department of City College. She has also taught at the University of Illinois at Champaign-Urbana and at the University of Maryland, College Park and Baltimore campuses.

Her articles on Hispanic literature have appeared in scholarly journals in five countries, including Cuadernos Americanos and Revista Iberoamericana.

She has B.A. and M.A. degrees in Spanish from the University of Maryland (College Park) and a Ph.D. from the University of Illinois (Champaign-Urbana).

Adriana Garcia is married to A. Owen Aldridge, a professor of comparative literature. They have no children.

NAME: Ramón Lavandero

TITLE: Senior Level Coordinator and Assistant Professor of Nursing

SCHOOL: Thomas Jefferson University
Philadelphia, PA 19107

PHONE NO.: (215) 928-8832

SPONSOR: Lawrence Abrams, Dean
College of Allied Health Sciences
Thomas Jefferson University

Ramon is Senior Level Coordinator and Assistant Professor of Nursing at Thomas Jefferson University. He has administrative and course development responsibility for senior year clinical nursing courses in the University's upper division bachelor's degree nursing program. He also serves as the University's liaison for the U.S. Department of Education's National Hispanic Student Network. Ramon is responsible for teaching in critical care nursing, care of patients with kidney disease, adult learning, and current issues in nursing and health care. He has done research on burnout among nurses and has numerous publications on nursing and health care topics to his credit.

Ramon has held a variety of clinical, educational and administrative positions at medical centers and schools in various part of the United States. Before moving to Philadelphia, he was Associate Director of Nursing at Mount Sinai Medical Center, Milwaukee, and Clinical Assistant Professor of Nursing at the University of Wisconsin - Milwaukee.

Ramon is an active member of the American Association of Critical-Care Nurses (AACN), the world's largest specialty nursing organization. He is a past member of their national Board of Directors and has served on and/or chaired various national committees and task forces. He currently chairs the AACN International Education Committee and is Section Editor of Focus on Critical Care, the Association's bimonthly publication.

Born and raised in San Juan, Puerto Rico, Ramon graduated from Colegio San Ignacio. He holds a BS in Nursing and an MA in Adult Education from Columbia University. He also holds a Master's degree in Nursing from Yale University. A registered nurse, Ramon was among the first group of nurses to be certified in critical care.

NAME: Ruth Lugo-Álvarez

TITLE: Associate Director, Residence Life
Adjunct Professor, Spanish/Italian
Deptartment

SCHOOL: Montclair State College
Upper Montclair, NJ 07043

PHONE NO.: (201) 893-4155

SPONSOR: David W.D. Dickson, President
Montclair State College

Ruth Lugo-Alvarez is the Associate Director of the Department of Residence Life and an Adjunct Professor in the Spanish/Italian Department at Montclair State College.

Among her responsibilities, she develops, prepares, and submits the housing budget totaling $7,000,000 annually and directly authorizes $2,500,000 per year to both the Student-Faculty Cooperative Association and State Purchasing Offices. Other duties include: direct responsibility for $2,000,000 food service contracts; coordination of summer conferences, supervises 45 employees in housing services; accepts and assigns over 2,200 students, maintains and publishes up-to-date listings of homeowners who rent rooms and apartments to students; coordinates all computerized data system of the Residence Life Department; and supervises the Assistant to the Housing Services and office staff. In addition, she teaches six credits per semester of Spanish language and literature.

She has served in various leadership roles: Chairperson of Affirmative Action and Equal Employment Opportunity Committee, an instructor at the Affirmative Action training course; member of the Arts and Sciences Faculty Senate and was a union delegate to the American Federation of Teachers Association convention at the State University of New York at Stony Brook. She is currently working with the Hispanic Caucus and The President's Commission on Affirmative Action at Montclair State College. She has lectured at several conferences on the topics of discrimination, sexual harrassment, and sexism.

She has a B.A. from the University of Puerto Rico, an M.A. in Spanish Literature from Middlebury College, Madrid Program, and earned her Ph.D. at the State University of New York at Stony Brook where she was Assistant Director for Administration, Division of Residence Life. She holds an EEO Certificate from Cornell University (New York State University of Industrial Relation). EEO and Affirmative Action are her second area of expertise.

NAME: Diane Maldonado-Carvajal

TITLE: Assistant Dean

SCHOOL: Livingston College,
Rutgers, The State University
New Brunswick, NJ 08903

PHONE NO.: (201) 932-4124

SPONSOR: Edward Bloustein, President
Rutgers, The State University

Diane is an Assistant Dean of Livingston College, Rutgers University. Her duties include the review, development, and coordination of policy in matters pertaining to recruitment, admissions, and retention of students with particular emphasis on minority and non-traditional students. She serves as the principal officer of the College in articulating the needs and interests of minority students to the University and state communities.

Diane has also been very active in the community, serving on the Board of Directors of Aspira, Inc. of New Jersey as a vice-chairperson, a member of the Central Region of the Hispanic Association of Higher Education of New Jersey, and a member of the Board of Directors of the Rutgers Livingston Day Care Center.

Prior to her current position, Diane served an internship with the American Federation of Teachers in Washington D.C. as a recipient of an Aspira-Rockefeller Fellowship on Educational Policymaking.

Diane is married to Fernando Carvajal, a self employed businessman. They have a daughter, Diana Nicole, 4, and are expecting their second child.

Laudelina Martínez

Dean of Continuing Education

Elizabeth Seton College
1061 N. Broadway
Yonkers, NY 10701

(914) 969-3500

Sr. Mary Ellen Brosnan, President
Elizabeth Seton College

Laudelina Martinez is Dean of Continuing Education at Elizabeth Seton College in Yonkers, New York. In that position, she oversees Seton's Weekend College, its Evening School, its non-credit programs and its Branch Campus in New York City.

Laudelina's major efforts have been in adult higher education and non-traditional studies. In this regard, she has extensive experience developing academic and community-based programs. Ten years ago, she was part of a team that founded the School of New Resources at the College of New Rochelle in New Rochelle, New York. New Resources is a non-traditional degree program for adults. She has, since then, designed programs in bilingual education, English as a Second Language, learning contracts, academic skills and occupational learning. She designed these programs while working first at the College of New Rochelle as its Director of Special Projects. She continued that work as Assistant Dean and Director of Continuing Education at Sacred Heart University in Bridgeport, Conn., and as Assistant Dean of Continuing Education and Assistant Dean of Instruction at Rockland Community College (SUNY) in Suffern, New York. During that time, she has been successful in grants development.

Laudelina is also active in community affairs. She is the Planning Committee Chairperson for the United Way of Westchester, and she sits on the Board of the United Way of Yonkers. She has served as an advisor on county governmental committees in Westchester and Rockland. Born and educated in Puerto Rico, she received her B.A. from the College of New Rochelle and her M.A. from Fordham University. She did doctoral work at Fordham in medieval and renaissance literature. She resides in Bronxville, New York.

NAME: Robert A. Martínez

TITLE: Associate Professor

SCHOOL: Baruch College of the
City University of New York
17 Lexington Ave.
New York, NY 10010

PHONE NO.: (212) 505-5979

SPONSOR: Philip Austin, Provost
Baruch College

Dr. Martinez is an Associate Professor of Hispanic studies in the Department of Black and Hispanic Studies at Baruch College. He has been assistant to the director of the program where he has been responsible for the Hispanic studies component which has involved curriculum research and development and recruitment and evaluation of faculty.

His research and publications have centered on various aspects of the Puerto Rican community, encompassing educational and social science research that have implications for Hispanic students in secondary and higher education.

Professor Martinez is a member of several professional organizations and is a member of the Hostos Community College Advisory Board as well as other Hispanic professional groups. At Baruch he has served as chairperson of the Black and Hispanic faculty caucus. He has also served on evaluation teams for the state education departments of New Jersey and New York.

Prior to teaching at Baruch, Dr. Martinez was an instructor of education at St. John's University in the School of Education where he taught social studies education and was supervisor of the master program for teacher interns. Prior to this, he taught high school social studies in the New York City public high schools.

He has a B.A. in Latin American history and an M.A. in social studies education from the City College of New York and received his Ph.D. from Fordham University in Urban Education. Currently he resides in the Park Slope section of Brooklyn where he enjoys the peace and quiet of his 113 year house with its lovely garden.

NAME: Emilia E. Martínez-Brawley

TITLE: Associate Professor of Social Work

SCHOOL: The Pennsylvania State University
314 Liberal Arts Tower
University Park, PA. 16802

PHONE NO.: (814) 865-4263 or (814) 865-3331

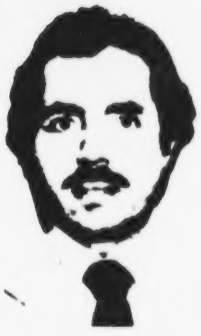
SPONSOR: James B. Barton
Acting Executive Vice President
The Pennsylvania State University

Emilia E. Martinez-Brawley is Associate Professor of Social Work, Department of Sociology at The Pennsylvania State University. She teaches a variety of courses including community organization, rural social services and minority related topics. Her research has centered on issues regarding rural social service delivery patterns nationally and internationally and on historical questions in the field of rural welfare. She is the author of three books: Pioneer Efforts in Rural Social Welfare, Seven Decades of Rural Social Work, and Social and Community Work in the U.S. and Britain, and of numerous articles which have appeared in the Journal of Education for Social Work, Arete, the Community Development Journal, Human Services in the Rural Environment, Sociology and Social Welfare and others. From time to time, she has addressed instructional issues in higher education and has also published in the Peabody Journal of Education.

Dr. Martinez-Brawley holds a number of leadership positions in her field. She is a member of the Commission on Accreditation of the Council on Social Work Education and of the Board of the National Association of Social Workers. She has been the recipient of a number of research awards and conducted studies in the United States, Great Britain, the Republic of Ireland, and some Latin American countries.

Prior to her appointment at Penn State, Dr. Martinez-Brawley was on the faculty at Temple University and La Salle College, both in Philadelphia. She holds degrees from two Argentine universities, an M.S.S. from Bryn Mawr College and an Ed.D. from Temple University. She also studied in Spain, Italy and Scotland.

Emilia lives in State College, Pennsylvania, is married to Edward Allan Brawley, a professor at Penn State, and has two children, Stephen Patrick, 19, and Ewan Matthew, 13.



NAME: Richard M. Muñíz

TITLE: Associate Dean of Student Affairs

SCHOOL: Rutgers, The State University
249 University Ave., Room 202
Newark, NJ 07102

PHONE NO.: (201) 648-5536

SPONSOR: Edward Bloustein, President
Rutgers, The State University

Richard is an Associate Dean of Student Affairs at Rutgers, The State University of New Jersey. His responsibilities encompass staff supervision, International Students and Faculty Advisement, Minority Student Programs, Student Emergency Loans, and special programs for the seven schools of the Rutgers/Newark campus.

He has served in many leadership and advisory roles: Chairman of the Hispanic Association of Higher Education of New Jersey, Inc., Chairman of the Administrative Assembly Salary and Compensation Committee, member of the Community Advisory Board of the Educational Opportunity Fund of New Jersey Institute of Technology, member of the Bilingual Advisory Committee of Passaic County College, and others.

Prior to his appointment as Associate Dean, Richard served as Assistant Dean of Student Affairs at Rutgers University, Director of Veterans Affairs, and also as Assistant to the Dean of Student Services at the William Paterson College.

Richard received a B.A. in Foreign Languages and a Master's degree in Urban Studies and Community Affairs from the William Paterson College. He is presently completing his doctoral work in Language Education at Rutgers University.

He is married to Christina Muniz and they have two children: Andrea, 6, and Daniel, 18 months.

NAME: Wilfredo Nieves

TITLE: Assistant Dean of Academic Affairs

SCHOOL: Essex County College
303 University Ave.
Newark, NJ 07102

PHONE NO.: (201) 877-3060

SPONSOR: A. Zachary Yamba, President
Essex County College

Wilfredo is an Associate Professor of Counseling and the Assistant Dean of Academic Affairs at Essex County College. His responsibilities include developing and administering systems that lead to the positive functioning of the logistical operations of the academic area of the college.

Before his appointment to Assistant Dean, Wilfredo was a counselor at the college. In this role he provided direct service to students and also acted as an advocate for them, voicing issues and concerns related to their needs. He has presented papers at national conferences and trained individuals in counseling and working with Hispanics.

He is involved in the community, serving as the Chairman of the Newark Borinquen Lions Club Blood Bank and also as a board member on several community advisory councils.

He has a B.A. in Mathematics from Kean College of New Jersey, an M.A. and an M.Ed. in Guidance and Human Development from Teachers College, Columbia University, and he is presently enrolled in a doctoral program in Counseling Psychology and Guidance at Rutgers University.

Wilfredo is married to Iris Rivas-Nieves, an Associate Accountant with a private firm in Elizabeth, New Jersey. They have one child, Adrian, who is 7 years old.

NAME: Jesse Nixon, Jr.

TITLE: Chief Executive Officer and
Associate Dean
Albany Medical College

SCHOOL: Capital District Psychiatric
Center
75 New Scotland Ave.
Albany, NY 12208

PHONE NO.: (518) 445-6606

SPONSOR: Robert Friedlander, Dean and
President
Albany Medical College

As Chief Executive Officer of the Capital District Psychiatric Center and Associate Dean at Albany Medical College, Dr. Jesse Nixon, Jr. is currently responsible for both the operations of a model treatment center and for the coordination of academic programs housed therein.

Throughout his public service career, Jesse has worked at the difficult interface between the state and private sector, engaging in a series of progressively more complex and responsible administrative experiences. Demonstrating skills in administration, program planning and evaluation, fiscal management and legislative analysis, Jesse has managed a broad range of state and local programs with multi-disciplinary staffs. He has actively involved himself in many aspects of community organizations through a variety of broad and committee structures.

Jesse is an articulate advocate for those traditionally under-represented and under-served. Personally and professionally he has engaged in those individual and group processes necessary to effect change on behalf of such individuals.

Jesse earned his M.S. in social work and his Ph.D. in behavioral studies from the University of Wisconsin in Madison. He and his wife, Suzanne, have two children, Sean, 12 years old, and Ian, 6 years old.

NAME: Elsa Núñez-Wormack

TITLE: Associate Professor

SCHOOL: Ramapo College of New Jersey
505 Ramapo Valley Road
Mahwah, NJ 07430

PHONE NO.: (201) 825-2380, Ext. 534 or 240

SPONSOR: Sidney Silverman, President
Ramapo College of New Jersey

A native of Puerto Rico, Elsa is an Associate Professor of English and Coordinator of the English as a Second Language Program at Ramapo College of New Jersey. In addition to teaching ESL, she teaches Technical Writing and other writing courses. Her research has focused on first and second language acquisition and has been presented at conferences in Sweden, Germany and England as well as in the United States.

As a member of the Editorial Board of the New York Learning Skills Association Journal, she reviews articles in the areas of computers and teaching and English as a Second Language. Currently, she is working on a novel entitled "Marissa Clarin" and is completing a collection of short stories for children.

Elsa received her B.A. from Montclair State College, an M.A. in Linguistics from Fairleigh Dickinson University, and an Ed.D. in Linguistics from Rutgers University. Her dissertation entitled "The Acquisition of Grammatical Morphemes by Bilingual Puerto Rico Children" centered on first and second language acquisition.

Leslie N. Wormack, her husband, is an Associate Professor of Life Science at Ramapo College of New Jersey. They have two children: Antony, 7, and Maria, 4.

NAME: Theresa Ortiz de Hadjopoulos

TITLE: Professor; Special Hispanic Advisor to the President

SCHOOL: Nassau Community College
Garden City, NY 11530

PHONE NO.: (516) 222-7416

SPONSOR: Sean A. Fanelli, President
Nassau Community College

Theresa is a Professor in the Department of Foreign Languages, Coordinator of Spanish, Special Hispanic Advisor to the President, the liaison to the Hispanic Concerns Staff of the U.S. Department of Education, and Hispanic student advisor at Nassau Community College. Besides teaching Spanish language, literature and civilization, English and French, Theresa has been active in curriculum and materials development and in research and publications dealing with Hispanic topics. Moreover, she has lectured on Hispanic concerns, namely, bilingual education, Puerto Rican identity, ethnicity in suburbia, Hispanic women in the '80's, cultural awareness, and Hispanic youth. She serves as advisory editor to the Nassau Review and as a consultant to a publishing firm.

For many years, Theresa has been the Vice President of the Advisory Board to the Nassau County Coordinating Agency for Spanish Americans. At present, she also serves on the Board of Directors of the county's Hispanic Counseling Service and is a member of the Nassau County Youth Board's Comprehensive Planning Committee. She is the first Hispanic to chair the college's Affirmative Action Committee and also serves on the President's Advisory Councils on Minority Recruitment and on Affirmative Action. She produced the radio program, "Other Voices/Otras Voces", which dealt with ethnic interaction in a bilingual format for two years.

Her degrees include an A.A. from Nassau Community College, a B.A. in Spanish and an M.A. in Humanities from Hofstra University, and a Ph.D. from Columbia University.

Theresa is married to George Hadjopoulos, an engineer with a Long Island based firm. They have three children: Steve, 31; Susan, 30; and Chris, 21.

NAME: Ada Ortuzar-Young

TITLE: Associate Professor of Spanish;
Chair, Spanish Department

SCHOOL: Drew University
Madison, NJ 07940

PHONE NO.: (201) 377-3000

SPONSOR: Paul Hardin, President
Drew University

Dr. Ada Ortuzar-Young is an Associate Professor of Spanish and Chairperson of the Spanish Department at Drew University. Ada holds a Bachelor's degree from the University of Wisconsin and a Master's and Doctorate degree in Spanish literature from New York University.

Ada has shown strong leadership in many ways. She has revitalized the Spanish Department at Drew and made significant curricular revisions to help meet the needs and interests of the various students. As a result, the Spanish Department has grown and developed into one that is highly respected. In addition, she regularly organizes extracurricular activities to make Hispanic presence visible on campus.

Ada is also an effective teacher and scholar. She is active in professional organizations, such as the M.L.A. and N.E.M.L.A. where she has often presented scholarly papers. She has been an N.E.H. Fellow at Yale University and has received a grant from the Exxon Education Foundation to participate in the Workshop for Development of Foreign Language and Literature Programs. She is now working on a book-length study of the cultural values and contributions of the various Spanish speaking groups in the United States.

Ada is married to Roger A. Young, a Computer Scientist working for I.T.T. and Adjunct Instructor of Computer and Information Science at New Jersey Institute of Technology. They have two children: Kimberly, 3½, and Richard, 1½.

NAME: Carlos A. Perez

TITLE: Director, Educational Opportunity Fund Program

SCHOOL: William Paterson College
Wayne, NJ 07470

PHONE NO.: (201) 595-2181

SPONSOR: Dr. Seymour C. Hyman, President
William Paterson College

Dr. Perez is presently the Director of the Educational Opportunity Fund Program at William Paterson, a program that provides academic and supportive services to 400 educationally and economically disadvantaged students. He also teaches graduate courses in counseling and guidance and has conducted research, focusing on the self-esteem of Puerto Rican students.

Dr. Perez writes for his local newspaper in the city of Hoboken and is active in the state and national American Psychological Association.

Prior to his employment at William Paterson, he was Director of Counseling at Hudson County Community College and, before that, taught at the City University of New York. He received his B.A. from Brooklyn College, a Master's from Kean College and earned a doctorate from Rutgers University in Counseling Psychology.

NAME: Celia Freda Prairie

TITLE: Associate Professor; Acting Chairperson, Dept. of Biology

SCHOOL: Holy Family College
Grant and Frankford Ave.
Philadelphia, PA. 19114

PHONE NO.: (215) 637-7700

SPONSOR: Sister Francesca Onley, CSFN
President
Holy Family College

Celia Freda Prairie is an Associate Professor and Acting Chairperson in the Department of Biology at Holy Family College. Beyond her teaching responsibility her research and publications have centered on problems of biochemical interest and educational research projects. More recently, she has started research on chemicals active against malaria, a parasitic infection endemic in some Third World countries.

She has served in various leadership roles in the academic community: such as Vice President of the Faculty Senate, member of the Faculty Administration Committee, Acting President of the Faculty Senate, Chairperson of the Outcomes Committee for Self-Evaluation in preparation for Middle States visit for reaccreditation and she currently serves as academic advisor and coordinator of the Biochemistry, as well as the Psychobiology Programs, supervisor of research internships for Biochemistry majors and pre-medical students.

Prior to her appointment at Holy Family College, Celia was a Research Associate at the Department of Therapeutic Research, University of Pennsylvania. She was also a Post Doctoral Fellow at the Laboratory of Molecular Embryology, CNR, Arco Felice, in Naples, Italy.

She has served as a Board Member of the Lower Bucks County Community Center, a United Way agency that concentrates its efforts partially on the Hispanic community.

She has a B.S. in Organic Chemistry from the University of Buenos Aires, Argentina, as well as an M.S. in Biochemistry from the same university and earned her Ph.D. in Biochemistry at the University of Pennsylvania.

Celia is married to James Prairie, an engineer with a bearing manufacturing company based in Philadelphia. They have two children: Jimmy, age 12, and Caryn, age 10.

NAME: Juana Reina-Morrison

TITLE: Director, Education Opportunity Fund Program

SCHOOL: Burlington County College
Pemberton-Browns Mills Rd.
Pemberton, NJ 08068

PHONE NO.: (609) 894-9311, Ext. 461

SPONSOR: Harmon Pierce, President
Burlington County College

Juana is the Director of the Educational Opportunity Fund Program (EOF) at Burlington County College. The program is designed to provide post-secondary educational opportunity to the county's academically and financially disadvantaged students. The EOF program provides the students with free tutorial assistance, academic advisement, personal, career and financial aid counseling and funding to help defray the cost of the student's educational expenses. The program also sponsors a mentoring network that matches students with professionals according to the students' field of interest. The Mentor Program provides the students with a realistic view of their career choice, job projections and, in some cases, hands-on experience. She has also served the college as the Director of Special Student Services which provided support services to students with disabilities.

Prior to her employment at Burlington County College, Juana served as a counselor for the Research Foundation of the City University of New York-Brooklyn College Campus.

Juana acquired her B.A. in Political Science and M.Ed. in Student Personnel Services: Guidance and Counseling, from Trenton State College, Trenton, New Jersey.

She is married to Ronald Morrison, a vocational counselor in a New Jersey Correctional Facility. They have one child, Melissa, who is fifteen months old and are expecting their second baby in March.

NAME: Vincenne Maria Revilla

TITLE: Director, Educational Development and Counseling

SCHOOL: Point Park College
201 Wood St.
Pittsburgh, PA. 15222

PHONE NO.: (412) 391-4100, Ext. 260

SPONSOR: John V. Hopkins, President
Point Park College

Vincenne Revilla is Director of Educational Development and Counseling Services at Point Park College, Pittsburgh, Pennsylvania. Her responsibilities include the management and supervision of academic support services. Ms. Revilla holds various memberships on her campus which include Academic Council, Directors' Council, the Council for Women Administrators, Institutional Organization and Personnel Committee, Task Force of Faculty Teaching, and the Women's Center Advisory Board. Prior to this directorship, she held the position of Counseling Coordinator.

In the past five years, Ms. Revilla has done consulting and conducted workshops for universities, colleges, professional associations, private agencies, and her school district. Her work has dealt with faculty and staff training and development, communication skills and group dynamics.

Ms. Revilla will complete her Ph.D. in Counselor Education at the University of Pittsburgh in April of 1984. Her dissertation research centered on the conflict management styles of higher education administrators. In addition, she completed course work for an expanded major through the Graduate School of Business Administration.

Ms. Revilla holds a M.S. in Counseling from Duquesne University and two B.A. degrees, Behavioral Science and Psychology, from Point Park College.

Currently, she is Chairman of the Board of Directors, Youth City, Inc. of Pittsburgh and has received the Outstanding Young Women of America Award.

NAME: Max Rodríguez

TITLE: Associate Professor and Chair,
Department of Humanities

SCHOOL: LaGuardia Community College
31-10 Thomson Ave.
Long Island City, NY 11101

PHONE NO.: (212) 626-8579

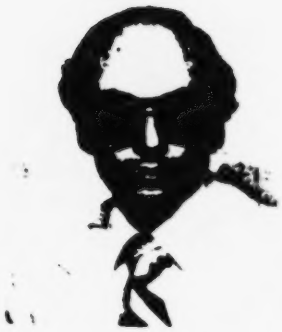
SPONSOR: Joseph Shenker, President
LaGuardia Community College

Max is an Associate Professor of French and Spanish and Chairperson of the Department of Humanities at LaGuardia Community College of The City University of New York. He teaches beginning, intermediate and advanced level language courses as well as courses in Latin American civilization and Puerto Rican culture. He speaks frequently about language acquisition and Hispanic culture before different groups.

Dr. Rodriguez has served in various leadership roles: Coordinator of the Foreign Languages Program; Director of the Bilingual Education Associate Program; Secretary of The City University of New York Council on Foreign Language Study; member, Board of Directors, LaGuardia Community College Alumni Association. He is currently serving a one-year internship in the Office of the Dean of Faculty as Senior Faculty Associate.

Max received a B.A. in French and Spanish from Montclair State College; he earned an M.A. and Ph.D. in Spanish Literature and Language at New York University. He has also studied abroad in France and Spain and is an alumnus of the Experiment in International Living.

He is married to Gisela Ramirez, a sales representative for a major European airline based in New York City. They have no children.



NAME: Rubén Sandoval

TITLE: Director of Admissions

SCHOOL: Passaic County College
College Boulevard
Paterson, NJ 07509

PHONE NO.: (201) 279-5000, Ext. 304

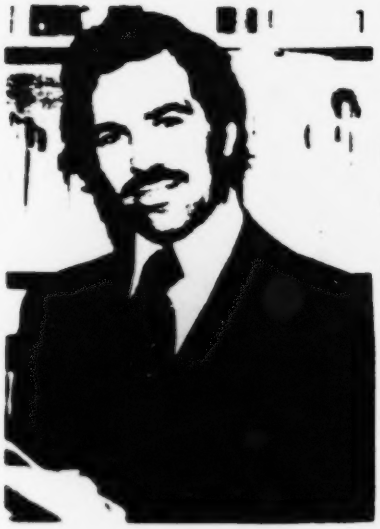
SPONSOR: Gustavo A. Mellander, President
Passaic County College

Ruben Sandoval is currently the Director of Admissions at Passaic County College, where he is also a tenured Associate Professor of Bilingual Studies, and where he has worked as Director of the ESL and bilingual programs. In this capacity, he was in charge of program development, hiring, evaluating faculty and managing the budget. His teaching assignments included Philosophy, Sociology, Psychology, and Spanish Literature.

Prior to coming to Passaic County College, Dr. Sandoval worked as Director of the Division of Social Services for the City of Paterson; he overseed programs for the handicapped and senior citizens, youth services, and nutrition programs.

Governor Brendan Byrne recognized his leadership abilities and appointed him to the New Jersey State Health Coordinating Council. Among other positions, he has also served as Chairman of the Northern Region of Hispanic Association of Higher Education; as Chairman of the William Paterson College Title VII Advisory Committee; as Chairman of the Ramapo College Advisory Board of the Social Work Program; as member of the Superintendent's District Thorough and Efficient Education Steering Committee; and as a member of the Paterson Congress for Political Action.

He has a B.S. and M.A. from Boston College, an M.Div. from Loyola University, and a Ph.D. from the Catholic University; he has studied at Colorado State University, at the Goethe Institute in Germany and at the "Universidad Autonoma" in Mexico City. He writes for newspapers and his paintings have attracted local and state attention.



NAME: Anthony M. Stevens-Arroyo

TITLE: Associate Professor

SCHOOL: Brooklyn College
Dept. of Puerto Rican Studies
CUNY
Brooklyn, NY 11210

PHONE NO.: (212) 780-5562

SPONSOR: Robert L. Hess, President
Brooklyn College

Anthony is an Associate Professor in the Department of Puerto Rican Studies at Brooklyn College in CUNY. Besides offering courses on the Puerto Rican and Latino experience, he teaches in a variety of college programs, including courses in the Studies of Religion and Latin America. He presently serves on several college-wide committees, including the six-member panel which regulates the expenditure of all student funds.

He was appointed a member of the New York State Advisory Committee to the U.S. Commission on Civil Rights during the Carter Administration and continues in his post until today, including two terms (1977-81) as Vice Chairman. Presently, he is head of the sub-committee on Immigration, which published its findings in an official report (1982) that was the result of a four-year study directed by Dr. Stevens-Arroyo on civil rights abuses against undocumented workers. He was appointed to the Academic Freedom and Human Rights Committee by the Latin American Studies Association in 1983. He is a frequent columnist in the nationally syndicated Hispanic Link and in Pacific News Service. A well-published author of scholarly articles, including the Puerto Rican segment of The Minority Report, his book, Prophets Denied Honor, was recognized as one of the 15 best books in English of 1980 on the subject of church activities.

A former church worker, he received a fellowship from the Fund for Theological Education in 1979 for his doctoral studies in Theology, which he completed at Fordham University in 1981. He holds two M.A.'s: from St. Michael's College in Theology and from NYU in Anthropology.

He is married to Ana Maria Diaz, Ph.D., a sociologist. They have one son, Adan Esteban, born in 1983.

For more information on the Hispanic Leadership Fellows Program please contact:

Dr. Narcisa A. Polonio Jones
New Jersey Department of Higher Education
225 West State Street - CN 542
Trenton, NJ 08625

Appendix G

Fellowship Directory
(1984 - 1985)

Liderato en Educación

HISPANIC LEADERSHIP FELLOWS PROGRAM
DIRECTORY
1984-1985

NEW JERSEY DEPARTMENT OF HIGHER EDUCATION
in cooperation with
WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION
and
AMERICAN COUNCIL ON EDUCATION

Funded through a Grant from the
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

BEST COPY AVAILABLE

HISPANIC LEADERSHIP FELLOWS PROGRAM

DIRECTORY

1984 - 1985

PREFACE

I am pleased to present the 1984-85 Hispanic Leadership Fellows. They are disciplined scholars and administrators committed to the improvement of higher education and to the challenging task of providing meaningful contributions and leadership to the higher education community.

The selection of the fellows is rigorous. Among the criteria considered are the candidates' professional experiences and their career aspirations as well as the extent to which the candidates meet the stated qualifications set forth by the program. The 1984-85 finalists were interviewed by representatives from the American Council on Education, the Woodrow Wilson National Fellowship Foundation, the Hispanic Higher Education Coalition, the 1983-84 Hispanic Leadership Fellows, and from the national Hispanic higher education community. This year, there are 22 fellows representing 20 institutions of higher education in the states of New Jersey, Pennsylvania, New York, Massachusetts, Connecticut, and Virginia.

In response to the current and projected increase in the Hispanic college student population, the Hispanic Leadership Fellows Program affords Hispanic faculty and administrators the opportunity to develop and improve their administrative skills while continuing to work full-time at the postsecondary institutions where they are employed; ultimately this will enable them to assume top-level administrative positions where they will affect and implement policies that have direct impact on Hispanics seeking a higher education. Thus, through the attainment of its short- and long-term goals, the Hispanic Leadership Fellows Program is developing a cadre of highly skilled Hispanic professionals prepared to assume top administrative positions in colleges and universities.

On behalf of the Department and the co-sponsoring organizations, I invite you to join us in congratulating the 1984-85 fellows and wishing them success in their future endeavors.

T. Edward Hollander
Chancellor
Department of Higher Education

INTRODUCTION

The Hispanic Leadership Fellows Program has been developed and implemented by the New Jersey Department of Higher Education in cooperation with the Woodrow Wilson National Fellowship Foundation and the American Council on Education. Initial support for the program was secured from the Fund for the Improvement of Postsecondary Education.

The first program of its kind in the nation, the Hispanic Leadership Fellows Program is a year-long program that offers intensive training in specific areas of higher education administration such as management, budgeting, communication and decision-making, with special emphasis on pragmatic application and cross-cultural dimensions. In addition to the formal training, the fellows are able to tailor their fellowship year, not only to their own needs but also to those of their home institutions. The fellows serve as interns, for at least two weeks, under top-level administrators at host institutions. The fellows also submit written projects that address particular areas or issues in higher education administration. The fellows' mentors assist in selecting the topics for the internships and the projects and, aside from serving as role models, provide the fellows with both the opportunities and the means to seek out professional development at their home institutions. The mentors help their fellows realize their full potential as leaders in the higher education community.

The program is designed to identify Hispanic faculty and administrators, currently employed by postsecondary institutions in selected states, who demonstrate the potential and the desire to move into middle or top administrative positions in higher education. Each year a maximum of 30 fellows will be chosen to participate in this highly innovative training program.

On the basis of their qualifications, professional experience and career aspirations as detailed in their application packets and personal interviews, 23 fellows were selected for the 1985 fellowship class. The members of this second-year class are faculty and administrators from public and private, two- and four-year colleges and universities in New Jersey, New York, Pennsylvania, Massachusetts, Connecticut, and Virginia. These Hispanic Leadership Fellows come from diverse backgrounds and represent such varied fields as student services, humanities, education, social work, and health sciences.

ACKNOWLEDGEMENTS

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Gregory R. Anrig, President
Educational Testing Service
Princeton, New Jersey

Carlos Arce, President
Nustats, Inc.
Austin, Texas

Robert H. Atwell, President
American Council on Education
Washington, DC

Rafael L. Cortada, President
El Camino College
Torrance, California

Richard W. Couper, President
Woodrow Wilson National
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Princeton, New Jersey

Russell Edgerton, President
American Association for
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Washington, DC

Lilian Fernandez, Staff Director
Subcommittee on Postal Operations
Washington, DC

Madeleine Green, Director
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and Academic Administration
American Council on Education
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Judith A. Himes, Program Officer
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Educational Testing Service
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New Jersey Department of Higher
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Trenton, New Jersey

Cecilia Preciado-Burciaga,
Assistant Provost
Stanford University
Stanford, California

HISPANIC LEADERSHIP FELLOWS

1984 - 1985

Raquel Bauman
University of Massachusetts Medical Center

Helena Real Brady
Pace University

Angel P. Campos
SUNY College at Stony Brook

Maria Martha Chavez-Brumell
Yale College

Alfredo R. Fonts
Dutchess Community College

Rene Abelardo Gonzalez
University of Pennsylvania

Arthur U. Iriarte
Central Connecticut State University

Donald W. Jones
University of Virginia

Noris Lorenzo
Passaic County College

Juan Enrique Mezzich
University of Pittsburgh

Julio Morales, Jr.
University of Connecticut

Stanley J. Nowak, Jr.
The Pennsylvania State University

Carlos A. Rodriguez
Seton Hall University

Peter M. Rosa
Connecticut Department of Higher Education

Dina Sevayega
Ithaca College

Doris Gonzalez Stratmann
Suffolk County Community College

Betty McClure Torrance
Pace University

Anita E. Uhia
Montclair State University

Gladys A. Valcourt
Temple University

Alexander Vazquez
Borough of Manhattan Community College

Carmen M. Vazquez
SUNY College at Stony Brook

Jose Esteban Vega
SUNY College at New Paltz

Row 4: Carlos Rodriguez, Miguel Santos, Alfredo Fonts, Julio Morales, Jr., Juan Enrique Mezzich
Row 3: Carmen Vazquez, Noris Lorenzo, Peter Rosa, Doris Gonzalez Stratmann, Gladys Valcourt, Dina Sevayega
Row 2: Raquel Bauman, Anita Uhia, Arthur Iriarte, Angel Campos, Rene Abelardo Gonzalez
Row 1: Stanley Nowak, Jr., Helena Real Brady, Jose Esteban Vega, Alexander Vazquez, Betty McClure Torrance, Maria Martha Chavez-Brumell, Donald Jones

RAQUEL BAUMAN

TITLE:	Assistant Dean of Students Director of Minority Affairs
SCHOOL:	University of Massachusetts Medical Center Worcester, MA
PHONE NUMBER:	(617) 856-2444
SPONSOR:	Robert E. Tranquada, M.D., Chancellor/Dean University of Massachusetts Medical Center

Raquel Portillo Bauman was born in Houston, Texas, on February 18, 1948. She is the daughter of Gilberto and Maria Portillo. After graduation from Steven F. Austin High School in 1966, she attended the University of Houston where she completed a B.S. in education in 1970.

During the next six years Raquel was employed as a teacher, program specialist and counselor by the Houston Independent School District and Houston Community College. During three of those six years she completed the requirements for an M.S. in counselor education, also at the University of Houston. In 1976 she entered the doctoral program at the same institution.

From 1977 until 1979, Raquel was program coordinator in the office of the dean at the University of Texas Medical Branch in Galveston, Texas. In 1979 she became project director for the American Medical Student Association headquartered in the Washington, D.C. area. She also worked with Westat, Inc., and Development Associates, two governmental consulting firms conducting the Hispanic Health and Nutrition Examination Survey. In 1982, she became assistant dean of student affairs at the University of Massachusetts Medical Center.

HELENA REAL BRADY

TITLE:	Professor of History and Political Science and Program Director Travel-Study Tours Program
SCHOOL:	Pace University 78 North Broadway White Plains, NY 10603
PHONE NUMBER:	(914) 681-4000
SPONSOR:	Dr. William H. Sharwell, President Pace University

Helena Real Brady is a professor of history and political science at the Dyson College of Arts and Sciences, professor of international business at the Lubin Graduate School of Business of Pace University and Director of the World Civilizations Travel-Study Tours Program. She has taught on the college level for 26 years and has served as chairman of the Department of History and Social Sciences at Pace University's White Plains campus for nine years. Helena initiated and administered 20 new academic programs and experiences, introduced the international area studies sequence and developed 19 new courses in area studies, political science and public administration.

For over 20 years she has served the Westchester County community. Helena is a member of the board of directors of the American Red Cross, Westchester Chapter, chairman of the International Committee and member of the Financial Development Committee. From 1973 to 1983, she was vice chairman of the Bicentennial Committee of Westchester County and recently completed her service on the executive board of the Tricentennial Committee of Westchester. She is a member of the advisory board of the Afro-American Cultural Foundation, the White Plains Historical Society, and the Battle of White Plains Monument Committee. She has taught college-level courses at the Westchester County Penetentiary and to senior citizens groups.

Helena is an honor graduate from Fordham University where she received her first two degrees and was awarded the gold medal for leadership, scholarship, and character and the Gannon Council of Debate trophy as an outstanding debater. She did her doctorate work at the University of Pennsylvania where she was a university fellow and a Joseph E. Bennett fellow.

Helena is married to Gene Brady, an investment analyst and author, who is an executive with a major Wall Street firm. They live in Scarborough, New York.

ANGEL P. CAMPOS

TITLE:	Associate Dean for Academic Affairs
SCHOOL:	School of Social Welfare/Health Sciences Center State University of New York at Stony Brook Stony Brook, NY 11794
PHONE NUMBER:	(516) 444-3177
SPONSOR:	Dr. John H. Marburger, President State University of New York at Stony Brook

Angel P. Campos is a clinical associate professor of social work and the associate dean for academic affairs of the School of Social Welfare at the State University of New York at Stony Brook. He teaches several social work courses including: Social Work Practice I to IV, Staff Development and Supervision, Social Policy Analysis, and Social Planning. His research and publications have been about the Hispanic family and the Hispanic elderly.

Angel has served in various leadership roles. He is a member of the Commission on Accreditation of the Council on Social Work Education, has served as a member of CSWE's Minority Commission and has been reelected for the third time as a member of the House of Delegates of CSWE representing the Puerto Rican Educators' Association. He was the first Hispanic ever to serve as the chairperson of CSWE Annual Program Meeting (1982). He has been a board member of the Puerto Rican Family Institute, the Puerto Rican Association for Community Affairs and the New York City Chapter of the National Association of Social Workers. He was the chairperson of the board of directors of the Clinton Preschool Center in New York City and presently is the chairperson of the Board of the Early Childhood Center in Stony Brook.

Prior to joining the faculty of the School of Social Welfare at Stony Brook, Angel was an assistant professor at Columbia University School of Social Work and served as a part-time faculty at the School of Social Work at Adelphi University.

MARIA MARTHA CHAVEZ-BRUMELL

TITLE: Assistant Dean

SCHOOL: Yale College
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New Haven, CT 06520

PHONE NUMBER: (203) 436-1830

SPONSOR: Dr. Howard Lamar, Dean
Yale College

Born in Baja California, Mexico, Maria Martha Chavez-Brumell attended elementary school in Mexico City, high school in Kansas City and received a B.A. in journalism, psychology and Spanish literature from Kansas State University. At Kansas State, Martha also received an M.S. in education, specializing in curriculum and instruction as well as in personnel and guidance.

While working on her master's degree, Martha was hired by her alma mater to develop and implement a recruitment program for minority students. Currently, she is an assistant dean at Yale University and coordinator for Chicano Affairs.

At Yale, Martha directs the Yale College Tutoring Program, the Freshmen Reallocation Program, the Asian-Chicano Cultural Center and is a career-academic-personal counselor to students. Martha also coordinated the development of the Yale Chicano Research Center, the Chicano-Puerto Rican Studies concentration in American Studies and Esfuerzo Unido, a united effort between Yale and the New Haven Hispanic community, coordinating volunteer work, internships and work/study positions. Martha seeks to find options for Yale students and faculty to work with the community.

Her teaching experience is in the sociology and psychology of education with emphasis on the history of minorities in the United States. She is a member of several community boards as well as the advisory committee to the Connecticut State Department of Education, South Central Community College and Eli Whitney Vocational and Technical School. Martha plans to complete a Ph.D. in applied social psychology and devote some time to research and teaching as well as program planning and development at the community level.

ALFREDO R. FONTS

TITLE:	Professor, Chairman Dental Assisting Program
SCHOOL:	Dutchess Community College Pendell Road Poughkeepsie, NY 12601
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SPONSOR:	Dr. Jerry A. Lee, President Dutchess Community College

Alfredo R. Fonts is a professor in and chairman of the Dental Assisting Program at Dutchess Community College. His teaching areas include such biological sciences as head and neck anatomy, histology, microbiology, dental radiology and oral surgery. He has also taught Spanish courses at Dutchess and bilingual biology at Marist College.

Alfredo has served as chairman of the Dental Assisting Advisory Committee for the last 16 years. In 1977 he was appointed a member of the Equal Employment Opportunity Committee and demonstrated such leadership that he was appointed chairman from 1979 to 1981. In the fall of 1983 he was appointed a member of the Committee on Recruitment of Minority Students and Professional Staff.

In 1975, he developed and implemented a Spanish course for Hispanic inmates at the Fishkill Correctional Facility at the Green Haven Correctional Facility. In 1981, he developed and implemented a bilingual biology course for Hispanic inmates at Fishkill Correctional Facility through the sponsorship of Marist College.

Alfredo has a B.S. from De La Salle College and a D.D.S. from the University of Havana. In 1963 he completed a research project toward an M.V.E. which he completed at Florida State University in 1968. Finally, in 1974 after attending New York University Dental School, he successfully completed the National Boards of Dental Examiners.

Alfredo is married to Maria Barbero, who is employed at the Up-To-Day Department Store. They have nine children, the four older born in Cuba and the five younger born in the United States.

RENE ABELARDO GONZALEZ

TITLE: Director
Greenfield Intercultural Center

SCHOOL: University of Pennsylvania
3708 Chestnut Street
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SPONSOR: Dr. Sheldon Hackney, President
University of Pennsylvania

Rene Abelardo Gonzalez is the first director of the Albert M. Greenfield Intercultural Center (G.I.C.) at the University of Pennsylvania. He is responsible for the development and administration of the budget, programs, and activities at the G.I.C. The Center's mission is to educate the University of Pennsylvania community about the contributions to American society by American minority groups, to examine current issues such as cultural diversity, pluralism, and biculturalism, and to assist other agencies in fulfulling minority students' potential. Rene also serves as a consultant and trainer to other departments and student groups at Penn.

Rene has been involved in higher education for several years, specializing in working with developmental and academic issues related to Hispanic and other minority students and professionals. Rene served for two years on the executive committee of the Texas Association of Chicanos in Higher Education as publications editor; he presented papers at national conferences of the National Association of Student Personnel Administrators and the Association of College Personnel Administrators and at other regional conferences. He has also made presentations to high school and college administrators, community organizations, and parent-student organizations on retention and academic success strategies for Hispanic students. In addition, he has served as a trainer of leadership and organizational skills trainers.

Prior to his appointment at Penn, Rene was with the Office of the Dean of Students at the University of Texas at Austin. While working tnere, he also published articles and poems.

Rene has a B.A. and an M.A. in Spanish literature from the University of Texas at Austin and is Phi Beta Kappa. He is married to Edna Alicia Dominguez, coordinator of Special Purpose Housing with the Department of Residential Living at the University of Pennsylvania.

ARTHUR U. IRIARTE

TITLE: Professor of Education

SCHOOL: Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050

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SPONSOR: Dr. F. Don James, President
Central Connecticut State University

Arthur U. Iriarte is a full professor in the School of Education, Central Connecticut State University, where he serves as coordinator of Student Teaching and Bilingual/Bicultural Training Programs. Prior to this appointment, he was a member of the faculty in the Department of Human Services and Special Education, where he taught graduate courses in diagnosis, evaluation and curriculum development, group therapy and counseling strategies. His research and publications are in the areas of teacher training, counseling philosophies and bilingual special education.

Arthur has been president of the Connecticut Partners of the Americas and coordinator of Inservice Training Programs in Special Education. He has also served on various editorial boards and executive committees for educational journals such as Exceptional Children and Education Unlimited. He currently serves as advisor to the Partners Alliance and the Peace Corps Volunteer Program.

Prior to joining the faculty at Central Connecticut State University, Arthur was chairperson of the special education department at the University of Idaho. During his 10 years at Idaho he was awarded a Fulbright Fellowship to teach at the Catholic University in Quito, Ecuador.

He holds a B.S. in elementary education and psychology from St. John's University, an M.S. in special education from Adelphi University, and a Ph.D. from the University of Iowa.

Arthur is married to Susan Kent Parks, an administrative assistant with a major corporation in Connecticut. They have two children: Christopher, 17, and Rebecca, 12.

DONALD W. JONES

TITLE: Assistant to the President

SCHOOL: University of Virginia
Office of the President
Madison Hall
Charlottesville, VA 22903

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SPONSOR: Dr. Frank L. Hereford, Jr., President
University of Virginia

Donald W. Jones is assistant to the president at the University of Virginia. He has taught basic communication skills at the Norwalk Connecticut Job Orientation Program, Ohio University of Athens, Ohio. He has edited the proceedings of the second, third and fourth editions of the University of Virginia/Virginia Community College System Articulation Conferences. He has presented a paper and chaired several sessions at Speech Communication Association conventions. In addition, he attended the first and second World Congresses on Communications and Development in Africa and the Diaspora held in Nairobi, Kenya and Bridgetown, Barbados, where he chaired sessions on rhetorical communication. He was one of five persons at the first World Congress selected to participate in the first transatlantic television program via satellite from an African university to an American institution of higher learning.

Donald has served in numerous leadership roles. He currently serves as chairman of the United Way Fund Drive at the University of Virginia, chairman of the Presidential Administrative Committee on Community Colleges, faculty advisor of the Circle K Club at the University of Virginia, member of the Ad-Hoc State 4-H Curriculum Development Committee for Management/Consumer Education, and chairman of the Education Committee of the Kiwanis International-5th Division.

He has a B.S. in business management from Hampton Institute, an M.A. in corporate and political communication from Fairfield University, and a Ph.D. in interpersonal communication and higher education administration from Ohio University. In 1978, he was among the first five persons in the United States to receive a fellowship administered by the Southern Fellowship Fund to do postdoctoral work in higher education. He has done postdoctoral work at Carnegie-Mellon University, and at the Center for the Study of Higher Education, University of Virginia. He has received numerous local, state, national and international awards.

Donald is married to Betty Jean Tolbert, a teacher at Charlottesville High School. They have one daughter, Tracey LaVerne Tolbert.

NORIS LORENZO

TITLE: Director
ESL and Bilingual Studies Department

SCHOOL: Passaic County Community College
College Boulevard
Paterson, NJ 07509

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SPONSOR: Dr. Gustavo Mellander, President
Passaic County Community College

Noris Lorenzo is an assistant professor of humanities and English as a Second Language as well as the director of the ESL, Spanish and bilingual studies department at Passaic County Community College. Her duties encompass the planning, organization and implementation of programs serving approximately 1000 students. She supervises 10 full-time faculty and 32 part-time faculty. Her lectures and essays have centered on the educational needs of foreign, particularly Hispanic, students of all ages.

She has served as acting president of the Bilingual Emigre Teachers' Association, member of the board of directors of the Alumni Association of the City College of the City University of New York, vice president of the Hispanic Council for Education, and delegate of the National Association of Cuban-American Women's New Jersey Chapter. She is currently active in many community activities.

Prior to joining Passaic County Community College, Noris worked in the New York City public school system where she served as both a teacher and an administrator in Brooklyn, Manhattan, and Queens. Before that, she served as a consultant for bilingual and ESL teacher training in several city school districts.

Noris has a Ph.D. from Central University Marta Abreu, Las Villas, Cuba, an M.S. in bilingual education from the City College, City University of New York and an M.S. in educational administration and supervision from Pace University.

JUAN ENRIQUE MEZZICH

TITLE: Associate Professor of Psychiatry

SCHOOL: University of Pittsburgh
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SPONSOR: Dr. Roger Benjamin, Provost
University of Pittsburgh

Juan Enrique Mezzich is associate professor of psychiatry and director of the Clinical Information System at the Western Psychiatric Institute and Clinic of the University of Pittsburgh. He is also principal investigator of a study funded by the National Institute of Mental Health on the clinical validity of the DSM-III diagnostic system, and is a faculty member of the University's Center for Latin American Studies and Center for Multivariate Analysis. Key components of the clinical information system he developed in Pittsburgh have been translated into Spanish and adopted by the Instituto Nacional de Salud Mental in Lima, Peru. In 1983 he was elected secretary of the World Psychiatric Association's Section on Nomenclature and Classification. Under its sponsorship, he completed an international study of diagnostic systems which involved the collaboration of 175 expert diagnosticians from 52 countries.

Prior to coming to Pittsburgh, he was an assistant professor of psychiatry and behavioral sciences at Stanford University, where he conducted research on clinical instruments and multivariate statistical models, organized a psychiatric evaluation unit, developed courses on the cultural aspects of mental health for undergraduate, graduate and professional students, and served as a faculty member of the Stanford Center for Latin American Studies.

Juan obtained his M.D. from the Universidad Peruana Cayetano Heredia in his native Lima, where he also served as president of the university's Student Association and received the first Merck, Sharpe & Dohme prize for his research on clinical depression. He then completed a psychiatric residency at Ohio State University, where he also earned an M.S. in academic psychiatry and an M.A. and a Ph.D. in mathematical psychology.

He has had numerous papers published in peer-review journals, has several times contributed to the authoritative Comprehensive Textbook of Psychiatry, and has published two books, Taxonomy and Behavioral Science and Culture and Psychopathology.

JULIO MORALES, JR.

TITLE:	Professor and Dean of Student Affairs
SCHOOL:	University of Connecticut School of Social Work West Hartford, CT 06117
PHONE NUMBER:	(203) 693-2616
SPONSOR:	Dr. David G. Carter, Associate Vice President for Academic Affairs The University of Connecticut

Julio Morales, Jr. was born in Vieques, Puerto Rico and migrated to New York City with his parents and siblings when he was eight. While in high school he became involved in the activities of the Puerto Rican Association for Community Affairs (PRACA) and has remained involved in community-related issues since then. He was the first president of the New York City's Commission on Bilingual Education and is the founder or co-founder of several Puerto Rican agencies and programs in New York, Massachusetts and Connecticut.

A graduate of Hunter College, Julio obtained his M.S. from Columbia University School of Social Work and his Ph.D. from the Heller School, Brandeis University. He has taught and lectured at several colleges in the New England area and for four years served as an assistant professor at Brooklyn College. He was on the faculty of the Boston University School of Social Work before joining the faculty at the University of Connecticut School of Social Work where he is now a professor and dean of student affairs. At both Boston University and at the University of Connecticut, he began Puerto Rican studies programs as part of the master's in social work curriculum.

Julio has served on the board of editors of Social Work and Social Casework, has written several articles and is presently completing a book on Puerto Rican poverty.

Julio, a single parent, has two children, David and Raquel.

STANLEY J. NOWAK, JR.

TITLE: Assistant Professor of Spanish, Humanities and Social Science

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SPONSORS: Dr. Robert Scannell, Vice President and Dean
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The Pennsylvania State University

Dr. Edward Tomezsko, Director of Academic Affairs, CES
The Pennsylvania State University

Stanley J. Nowak is an assistant professor of Spanish, humanities, and social science and coordinator of the Educational Opportunities Program, Special Student Programs and Services, General Education, Hispanic Community Relations, and Strategic Planning at the Allentown campus of The Pennsylvania State University. His research interests have been in small-group work and organizational development. He is currently doing research on cross-cultural management development. Stanley also serves on the advisory boards for Minority Recruitment and Retention in the College of Liberal Arts and for Human Relations Training in Student Affairs at University Park. He works extensively with Continuing Education and Management Development Services through the Allentown campus. He has offered programs in basic supervision, effective meetings, team building, leadership, and communication working with law firms, school districts, hospitals, and the business and industry sectors of the Lehigh Valley and their operations in other parts of the country. He is presently developing a one-day workshop which focuses on strategies for upward mobility of Hispanics in business and industry.

Stanley has an A.A. in English from Quinnipiac College, a B.A. in English, an M.A. in Spanish, Italian and Portuguese, and a Ph.D. in comparative literature, all from The Pennsylvania State University. He is currently working on an M.A. at Temple University in pychoeducational processes.

He is married to Sonia Nowak, a counselor in Upper Bucks County, Pennsylvania. They have one child, Rhiannon Holly, age 5.

CARLOS A. RODRIGUEZ

TITLE: Assistant Professor of Spanish and Chairperson of Modern Languages

SCHOOL: Seton Hall University
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SPONSOR: Msgr. John J. Petillo, Chancellor
Seton Hall University

Carlos A. Rodriguez is an assistant professor of Spanish and chairperson of the Department of Modern Languages at Seton Hall University. He teaches courses in Spanish language and literature, including Spanish for Hispanics, elementary Spanish, Golden Age literature and Latin American literature. Last spring, he organized and directed a major symposium on the work of Clemente Soto Velez, the Puerto Rican poet and nationalist. The second symposium will be on the Dominican Republic (1986).

Carlos has published poems in magazines and in anthologies; his first collection, Matacan, was published in 1983. He has also published articles in various journals. For several years, he was a participant in and member of the board of directors of the poetry workshop Racata at Eugenio Maria de Hostos Community College.

He was born in Naranjito, Puerto Rico, one of 20 children, and earned his B.A. and M.A. at the University of Puerto Rico, Rio Piedras, and his Ph.D. at the University of Wisconsin, Madison. He has taught at Seton Hall since 1979.

PETER M. ROSA

TITLE:	Director Office of Educational Opportunity
SCHOOL:	Connecticut Department of Higher Education 61 Woodland Street Hartford, CT 06105
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SPONSOR:	Dr. Norma Foreman Glasgow, Commissioner Connecticut Department of Higher Education

As director of the Office of Educational Opportunity with the Connecticut Department of Higher Education, Peter M. Rosa is responsible for research and policy development relative to higher education equity at both the student and staff levels. As such, he is the principal author of Connecticut's Strategic Plan to Ensure Racial and Ethnic Diversity.

Prior to coming to the Department of Higher Education, Peter served as associate director of Admissions at Central Connecticut State University where his responsibilities ranged from the coordination of freshman admissions services to the evaluation of international credentials. He also served as administrative intern to the president of the University of Connecticut during his sabbatical there.

Involved in a variety of professional community and civic organizations, Peter is a past president of the Connecticut Association of Latin Americans in Higher Education (CALAHE), a professional organization dedicated to the advancement of Hispanics in higher education. He also is a mentor to a young high school student in the Minorities in Higher Education Project (MIHEP), a program that matches promising minority youngsters with minority college-educated adults for personal and academic advisement.

Peter holds a Ph.D. in higher education administration from the University of Connecticut and bachelor's and master's degrees from Central Connecticut State. He and his wife, Pamela Green, have two children, Kim, 15 and Peter, 12.

DINA SEVAYEGA

TITLE:	Director, Educational Opportunity Program
SCHOOL:	Ithaca College Ithaca, NY 14850
PHONE NUMBER:	(607) 274-3381
SPONSOR:	Dr. James Whalen, President Ithaca College

Dina Sevayega, Director of the Educational Opportunity Program at Ithaca College, plans, directs, coordinates and administers the program. Its activities include the counseling component as well as academic advising and instructional supportive services for disadvantaged and minority students pursuing majors in each of five schools: the School of Allied Health, Communication, Music, Health, Physical Education and Recreation and Humanities and Science. Her research focuses on issues of access and equity in higher education as well as the relevance of bilingual education programs in public schools. Her major work is entitled "A Tale of Two Schools: the Relationship Between Climate and Social Structure and Bilingual Education Student Outcomes" (unpublished dissertation). She has held a number of higher education positions: assistant to the dean of Latino affairs and research associate in affirmative action, Indiana University; assistant director of developmental education and acting affirmative action director at Miami University, Oxford, Ohio; and student development summer program director and coordinator at Youngstown State University, Youngstown, Ohio. Dina also served eight years as a secondary teacher in Spanish and business administration in Columbus and Youngstown.

Dina has a B.S. in Spanish/business administration education from Ohio State University, an M.S. master teacher in Spanish literature from Youngstown State University, and an Ed.D. in school administration from Indiana University, Department of Educational Leadership and Policy Analysis.

Dina has two sons, Reginald Brandon, 15 and Mario Antonio, 13.

DORIS GONZALEZ STRATMANN

TITLE:	Executive Assistant to the President
SCHOOL:	Suffolk County Community College 533 College Road Selden, NY 11784
PHONE NUMBER:	(516) 451-4117
SPONSOR:	Dr. Robert T. Kreiling, President Suffolk County Community College

Doris Gonzalez Stratmann is executive assistant to the president at Suffolk County Community College, a three-campus institution with an enrollment of 20,000 students. Her responsibilities include acting as liaison between the president and faculty, staff, students, and community; supervising the production of college publications; serving as affirmative action officer; and coordinating special projects. From 1978 to 1981, she was coordinator of a VEA-funded Bilingual Vocational Skills Development Program on the college's western campus.

Doris has served on the board of directors of PRONTO of Long Island, Inc., a store-front social service agency located in Brentwood, New York, for a number of years. Present community activities include the Human Development board of the Diocese of Rockville Centre and the Suffolk County Chapter of the American Red Cross. In August of 1984, she was appointed to the Suffolk County Human Rights Commission.

She has held positions at SUNY at Stony Brook (coordinator of the Puerto Rican Studies Program and adjunct lecturer in the political science department), and has taught part-time at St. John's University and at St. Joseph's College in Patchogue.

She holds a B.S. in history and an M.A. in political science from Fordham University, and has completed all requirements but the dissertation for the doctorate.

Doris is married to Gerald F. Stratmann, a secondary school social studies teacher. They have three children: Joseph, 20, Analisa, 19, and Frederick, 18.

BETTY McCLURE TORRANCE

TITLE: Associate Professor of Spanish

SCHOOL: Pace University
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PHONE NUMBER: (914) 681-4170

SPONSOR: Dr. Joseph Pastore, Vice Presdient
for Academic Affairs
Pace University

Betty McClure Torrance is an associate professor of Spanish and chairperson of the Department of Modern Languages and Cultures at Pace University in Westchester, New York. She has taught a variety of subjects, ranging from courses in mystical literature and contemporary women's spirituality to Spanish for professional communication. She received an NEH grant for curriculum development in languages in 1980 and served for a year as the coordinator of an NEH consultancy grant in 1982.

She has served as the director of the Chinese-American Cultural Center at Pace, and is a member of the advisory board of the Centro Hispano in White Plains, New York. She is currently involved in setting up conferences and workshops designed to enhance high school and college faculty development vis-a-vis recent trends in foreign language learning.

Betty received a B.A. from Pomona College, California, an M.A. from Columbia University, and a Ph.D. from the City University of New York.

ANITA E. UHIA

TITLE:	Professor of Education
SCHOOL:	Montclair State College Upper Montclair, NJ 07043
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SPONSOR:	Mr. Donald E. Walters, President Montclair State College

Anita E. Uhia is a professor of curriculum and teaching at Montclair State College in Upper Montclair, New Jersey. Her teaching specializations include graduate curriculum courses, urban education and the teacher preparation sequence. Her research and publications have focused on teacher role socialization and professional status.

Anita's leadership roles have included: president of Montclair State College Hispanic Caucus, curriculum and program consultant in Urban Education, vice president for personnel for local bargaining agent, coordinator for regional conferences on American education, Affirmative Action Commission Committee Chair, and faculty senate.

Prior to her appointment at Montclair State College, Anita taught economics and European and US history in the Paterson, New Jersey school system. She is active in local and state educational organizations and is a member of Kappa Delta Pi and Phi Delta Kappa.

She holds an Ed.D. from Rutgers University, an M.A. in administration and supervision from Montclair State College and a B.A. in English from Fairleigh Dickinson University.

GLADYS A. VALCOURT

TITLE: Director, Multilingual/Multicultural Education Resource Information and Training (MERIT)

SCHOOL: Temple University College of Education
Ritter Annex 980
Philadelphia, PA 19122

PHONE NUMBER: (215) 787-6258

SPONSOR: Dr. Peter Liacouras, President
Temple University

Gladys A. Valcourt is director of the Multilingual/Multicultural Education Resource Information and Training (MERIT) Center of the College of Education of Temple University. The center is now sponsoring three programs funded by Title VII: a doctoral program, a basic research project, and a basic grant in collaboration with the Vineland School District. In addition, the center is sponsoring the Principalship Preparation Program for Hispanic Women, funded by Title IX (Women's Educational Equity Act) and a national study on Pregnancy among Adolescent Puerto Ricans: A Study of the Lower Income Group.

Prior to assuming the directorship of the MERIT Center, Gladys served two years in Germany as director of the ESL component of the Temple European Army Mission project for which Temple had contracted with the U.S. Army from 1979 to 1981. She also served as director of the Title VII Bilingual Education Team Teaching Approach (BETTA) Program in Bethlehem, Pennsylvania and as an ESL and bilingual teacher in that school district for five years.

Gladys presently serves on the faculty of the English education department where she has taught the sound system of American English, applied linguistics, issues and approaches in bilingual education, and teaching reading to non-English speakers.

She was one of the the co-founders of the Pennsylvania Association for Bilingual Education (PABE), and served as its first president. Currently, she is editor of the PABE NEWS. She was also president of the Council of Spanish-Speaking Organizations of the Lehigh Valley. Gladys is presently serving as program chairperson for the first statewide conference on adolescent pregnancy in Pennsylvania.

Gladys has an Ed.D. from Lehigh University, an M.A. in English from the University of Puerto Rico, an M.Ed. from Temple University and a B.A. in English from the University of Pennsylvania.

She lives in Philadelphia and has four children: Michele, 28, Christian, 25, and Leslie and Laurie, both 23.

ALEXANDER VAZQUEZ

TITLE:	Associate Dean of Faculty for Continuing Education
SCHOOL:	Borough of Manhattan Community College 199 Chambers Street New York, NY 10007
PHONE NUMBER:	(212) 618-1824
SPONSOR:	Dr. Joshua L. Smith, President Borough of Manhattan Community College

Alex Vazquez, Associate Dean of Faculty for Continuing Education and Summer Session, is responsible for specially-funded, non-traditional programs serving over 3000 students in continuing education and 4000-4500 students during summer session. The major thrust of the continuing education program at BMCC is the retraining of unemployed and underemployed adults. The total program seeks to focus on the educational needs of adults, regardless of their educational achievements or economic background.

Alex has served in various community and higher education leadership roles. He serves, currently, as a member of the Board of Directors of Lincoln Square Neighborhood Center and the Uptown YMCA. He was the 1984 chair of the Image of Wall Street Scholarship Committee.

While doing graduate work in social work at Temple University from 1969 to 1971, Alex was designated a Rockefeller fellow in the office of the associate superintendent of schools for policy planning and development in the Philadelphia school system. During his fellowship, he developed a research study on the dropout problem among high school students in Philadelphia.

Alex has published articles on dropout prevention, community college continuing education administration, and community college-private sector articulation. He has a B.A. in business administration from Baruch College and an M.A. in social work from Temple University.

Alex is single and enjoys skiing, jogging and weight-lifting in his spare time.

CARMEN M. VAZQUEZ

TITLE:	Director of Student Activities
SCHOOL:	State University of New York at Stony Brook Stony Brook Union Stony Brook, NY 11794
PHONE NUMBER:	(516) 246-7109
SPONSOR:	Dr. John H. Marburger, President State University of New York at Stony Brook

Carmen M. Vazquez is the acting director of Student Activities and an instructor for the sociology department and field instructor for the School of Social Welfare at the State University of New York at Stony Brook. Her responsibilities include training, advising and instruction of students and staff on leadership and program development. Her teaching encompasses individual growth and group dynamics. Through field instruction activities, she provides program planning, administration and research opportunities to potential bachelor and master degree candidates.

She has served in various leadership roles: chairperson of the Executive Area of Student Affairs Equal Employment Opportunity and Affirmative Action Committee, representative to the president's Advisory Committee on Affirmative Action and Equal Employment Opportunity, chairperson of the Professional Staff Development Committee, and advisor to the United Nationalities in Transcending Ideologies (U.N.I.T.I.) Cultural Center that serves as an organization representing third world countries.

Carmen served as a Quadrangle director for residence life prior to her current position. She was responsible for the direction and supervision of several professional staff and international students. Her masters thesis is published in a book on holistic health care, The People's Guide to Health Care.

She has an A.A. degree in behavioral science from Fisher Junior College, a B.A. in interdisciplinary social sciences and an M.S. in social work from the State University of New York at Stony Brook. Carmen is a licensed certified social worker in New York state.

Carmen is the daughter of Clara M. Humphrey Vazquez of Limon, Panama and Constantino Vazquez of Lugo, Spain. Both parents emigrated to the United States where they raised their family, Maria Elena and Carmen.

JOSE ESTEBAN VEGA

TITLE: Associate Professor of Education

SCHOOL: State University of New York College at New Paltz
Department of Elementary Education
New Paltz, NY 12561

PHONE NUMBER: (914) 257-2412

SPONSOR: Dr. Alice Chandler, President
State University of New York College at New Paltz

Jose Esteban Vega holds the rank of associate professor in the Department of Elementary Education at the State University of New York College at New Paltz. He is also coordinator of the Spanish/English Bilingual Education Program at this campus. His research and teaching interests are in the areas of educational policy making, bilingualism, and education law. His research on the history of bilingual education legislation in Texas is considered one of the most important contributions to the literature on this subject.

In 1981, Jose founded the first Hispanic scholarship fund within the SUNY system. For the past year and a half he has served as secretary of the New Paltz college faculty. Since the summer of 1984 he has served as chair of the Affirmative Action Advisory Committee of the college. He also serves as vice chair of PODER, Inc., a not-for-profit Hispanic employment and training agency in Newburgh, New York.

Jose has been a professor at New Paltz College since the fall of 1979. Prior to this he was the director of the Bilingual Education Program at Roxbury Community College in Boston, Massachusetts. He has also served as a teacher and an assistant principal in a private elementary school in the Bronx.

Jose earned a B.A. in history from Andrews University, Berrien Springs, Michigan, an M.S. in bilingual education from the State University of New York at Albany, and a Ph.D. in educational administration from the University of Illinois, Champaign-Urbana.

Jose is married to Dr. Carmen I. Boballes-Vega, an assistant professor in the area of special-bilingual education at New Paltz College. They have two children: Rodrigo Esteban, age 3, and Liana Cristina, 2.

For more information on the Hispanic Leadership Fellows Program, please contact:

Virginia P. Rojas, Director
Office of Bilingual and
International Education
New Jersey Department of
Higher Education
240 West State Street
CN 542
Trenton, New Jersey 08625

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Appendix H

Fellowship Directory
(1985-1986)

HISPANIC LEADERSHIP FELLOWS PROGRAM
DIRECTORY
1985-1986

NEW JERSEY DEPARTMENT OF HIGHER EDUCATION
in cooperation with
WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION
and
AMERICAN COUNCIL ON EDUCATION

Funded through a Grant from the
FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

HISPANIC LEADERSHIP FELLOWS PROGRAM

DIRECTORY

1985 - 1986

PREFACE

I am pleased to present the 1985-86 Hispanic Leadership Fellows. They are disciplined scholars and administrators committed to the improvement of higher education and to the challenging task of providing meaningful contributions and leadership to the higher education community.

The selection of the fellows is rigorous. Among the criteria considered are the candidates' professional experiences and their career aspirations as well as the extent to which the candidates meet the stated qualifications set forth by the program. The 1985-86 finalists were interviewed by representatives from the American Council on Education, the Woodrow Wilson National Fellowship Foundation, the Fund for the Improvement of Postsecondary Education, the Massachusetts Board of Regents of Higher Education, the 1983-84 and 1984-85 Hispanic Leadership Fellows, and the national Hispanic higher education community. This year, there are 22 fellows representing 20 institutions of higher education in the states of New Jersey, Pennsylvania, New York, Massachusetts, Connecticut, and Florida.

In response to the current and projected increase in the Hispanic college student population, the Hispanic Leadership Fellows Program affords Hispanic faculty and administrators the opportunity to develop and improve their administrative skills while continuing to work full-time at the postsecondary institutions where they are employed; ultimately this will enable them to assume top-level administrative positions where they will affect and implement policies that have direct impact on Hispanics seeking a higher education. Thus, through the attainment of its short- and long-term goals, the Hispanic Leadership Fellows Program is developing a cadre of highly skilled Hispanic professionals prepared to assume top administrative positions in colleges and universities.

On behalf of the Department and the co-sponsoring organizations, I invite you to join us in congratulating the 1985-86 fellows and wishing them success in their future endeavors.

T. Edward Hollander
Chancellor
Department of Higher Education

INTRODUCTION

The Hispanic Leadership Fellows Program has been developed and implemented by the New Jersey Department of Higher Education in cooperation with the Woodrow Wilson National Fellowship Foundation and the American Council on Education. Initial support for the program was secured from the Fund for the Improvement of Postsecondary Education. The program is designed to identify Hispanic faculty and administrators, currently employed by postsecondary institutions in selected states, who demonstrate the potential and the desire to move into middle or top administrative positions in higher education.

The first program of its kind in the nation, on its third year of conception, the Hispanic Leadership Fellows Program is a year-long program that offers intensive training in specific areas of higher education administration such as management, budgeting, communication and decision-making, with special emphasis on cross-cultural dimensions of administration. In addition to the formal training, the fellows are able to tailor their fellowship year, not only to their own needs but also to those of their home institutions. The fellows serve as interns, for at least two weeks, under top-level administrators at host institutions. The fellows also submit written projects that address particular areas or issues in higher education administration. The fellows' mentors assist in selecting the topics for the internships and the projects and, aside from serving as role models, provide the fellows with both the opportunities and the means to seek out professional development at their home institutions. The mentors help their fellows realize their full potential as leaders in the higher education community.

On the basis of their qualifications, professional experience and career aspirations as detailed in their application packets and personal interviews, 22 fellows were selected for the 1986 fellowship class. The members of this year's class are faculty and administrators from public and private, two- and four-year colleges and universities in New Jersey, New York, Pennsylvania, Massachusetts, Connecticut, and Florida. These Hispanic Leadership Fellows come from diverse backgrounds and represent such varied fields as student services, humanities, education, social work, and health sciences.

ACKNOWLEDGEMENTS

The planning and implementation of the Hispanic Leadership Fellows Program is the result of the collaborative efforts of many people. The time and expertise which these individuals so willingly gave to help plan the program and/or select the fellows are greatly appreciated.

Gregory R. Anrig, President
Educational Testing Service
Princeton, New Jersey

Carlos Arce, President
Nustats, Inc.
Austin, Texas

Robert H. Atwell, President
American Council on Education
Washington, DC

Rafael L. Cortada, President
El Camino College
Torrance, California

Richard W. Couper, President
Woodrow Wilson National Fellowship Foundation
Princeton, New Jersey

Russell Edgerton, President
American Association for Higher Education
Washington, DC

Lilian Fernandez, Staff Director
Subcommittee on Postal Operations
Washington, DC

Madeleine Green, Director
Center for Leadership Development and Academic Administration
American Council on Education
Washington, DC

Judith A. Himes, Program Officer
Woodrow Wilson National Fellowship Foundation
Princeton, New Jersey

Elsa Gomez, Director
Academic Programs
Massachusetts Board of Regents of Higher Education

Eleanor Horne, Secretary to the Corporation and Executive Assistant to the President
Educational Testing Service
Princeton, New Jersey

Arturo Madrid, Director
Tomas Rivera Center
Claremont, California

Rafael Magallan, President
National Chicano Council on Higher Education
Claremont, California

Winton H. Manning, Senior Scholar
Educational Testing Service
Princeton, New Jersey

Theodore J. Marchese, Vice President
American Association for Higher Education
Washington, DC

Sarah E. Melendez, Associate Director
Office of Minority Concerns
American Council on Education
Washington, DC

Maria Mercado, Director
Educational Services Office
Passaic County Community College
Paterson, New Jersey

Narcisa A. Polonio Jones, Director
Office of Community Colleges
New Jersey Department of Higher Education
Trenton, New Jersey

Cecilia Preciado-Burciaga, Assistant Provost
Stanford University
Stanford, California

HISPANIC LEADERSHIP FELLOWS

1985 - 1986

Beatriz Abreu
New York University

William Aguilar
Central Connecticut State Univ.

Benjamin Alicea
New Brunswick Theological Seminary

Felix Aquino
Atlantic Community College

Carmen Alvarez Brown
Florida International Univ.

Maria Cobarrubias
Jersey City State College

Lucia Mayerson-David
University of Massachusetts

Joseph O. Prewitt Diaz
Pennsylvania State Univ.

Gloria M. Garcia
College of Staten Island

Virginia G. Gonzalez
Northampton County Area
Community College

Don Alvaro Leon
Pennsylvania State Univ.

Eulalia G. Lombeida
Pennsylvania State Univ.

Udeth A. Lugo
Rollins College

Olga C. Magnusen
Florida International Univ.

Olga Vega-Malloy
LaGuardia Community College

Gladys E. Melendez-Tate
Montclair State College

Angel Resto
Bronx Community College, CUNY

Lydia Rodriguez
Rutgers, The State University

Maria-Luz D. Samper
University of Connecticut

Ana Maria Schuhmann
Kean College of New Jersey

Arnaldo C. Sierra
Central Connecticut State
University

Jose A. Valentin
Trenton State College

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Beatriz Abreu

TITLE: Training Specialist-Program Supervisor

SCHOOL: New York University
34 Stuyvesant Street, Room 101
New York, NY 10003

TELEPHONE: (212) 598-7814

SPONSOR: Robert A. Burnham, Dean
New York University

Beatriz Abreu is currently Program Supervisor for the Advanced Master's Degree in Developmental Disabilities in the Occupational Therapy Department of New York University. She was formerly an Assistant Professor of Occupational Therapy in the College of Health Related Professions at the State University of New York, Downstate Medical Center. Prior to that appointment she was the coordinator for the undergraduate physical disabilities and applied sciences courses for New York University, Occupational Therapy Program. Her teaching encompasses applied neurophysiology, kinesiology and physical disabilities courses.

Beatriz's research and presentations have centered in the areas of visual perception, cognition and apraxia. She has edited the occupational therapy textbook Physical Disabilities Manual, Raven Press, 1981, N.Y., used by several universities and recently translated to Japanese.

She has been identified as a leader in occupational therapy at the district and state level receiving several awards for practice and services including a New York District service award named after her and given yearly to a meritorious occupational therapist. She has also been selected to appear in the 21st edition of Who's Who In The East. Beatriz currently serves on an International Editorial Board for a multi-disciplinary neuroscience journal, as the National Resource person for Cognitive Rehabilitation and a member of the Board of Managers of Metropolitan New York District in Occupational Therapy.

Beatriz has a B.S. in Occupational Therapy from the University of Puerto Rico, an M.S. in Psychology from The New School for Social Research and is currently enrolled in courses for a Ph.D. in Occupational Therapy at New York University.

William Aguilar

TITLE: Director of Library Services

SCHOOL: Elihu Burritt Library
Central Connecticut State University
New Britain, CT 06050

TELEPHONE: (203) 827-7531

SPONSOR: Dr. F. Don James, President
Central Connecticut State University

William Aguilar is Director of Library Services at Central Connecticut State University. His responsibilities encompass all aspects of the library and its community of users. His research and publications center on evaluation of academic library services with a special emphasis on collection evaluation, and off-campus library services.

William has served in various leadership roles: Kellogg fellow with the Institute on Educational Leadership, Capitol Region Library Council board member and the New Britain Spanish Speaking Center Board. Currently, he serves on a multiplicity of local and campus based committees in Connecticut, and as a library consultant for colleges and universities.

Prior to his present position, he held the post of Director of Library Services at Pikeville College, and Lamar Community College. He has served as a grants coordinator, and as an affirmative action officer.

William has a B.A. in Secondary Education from Adams State College, an M.A. in Library Science from the University of Wisconsin-Madison, and a Ph.D. in Library and Information Science from the University of Illinois-Urbana.

Benjamin Alicea

TITLE: Dean

SCHOOL: New Brunswick Theological Seminary
Evening Theological Education Program
17 Seminary Place
New Brunswick, NJ 08901

TELEPHONE: (201) 251-7671

SPONSOR: Robert White, President
New Brunswick Theological Seminary

Benjamin Alicea is Assistant Professor of Church History and the Mission of the Church and Dean of the Evening Theological Education Program at New Brunswick Theological Seminary. His teaching responsibilities have included courses in Church History, Missiology, Theology and Urban Studies. His administrative tasks encompass the management of the evening division of the seminary in Jamaica, Queens and New Brunswick, New Jersey serving students in four states.

Benjamin has served on several boards and committees responsible for leadership development among racial/ethnic minority high school, college and seminary students in the greater New York metropolitan area. He currently serves on several editorial committees for journals, and he lectures regularly to theological students and ecclesiastical organizations.

An ordained minister of the Reformed Church in America, Benjamin is a graduate of New York University (Bachelor of Science in Business Administration), New York Theological Seminary (Certificate in Urban Ministry), New Brunswick Theological Seminary (Masters in Arts and Divinity) and Union Theological Seminary (Masters of Sacred Theology and Philosophy). He is married to Irma Cuevas; they have two children; Christine Lori and Kathleen Teresa.

Felix Aquino

TITLE:	Assistant to the President
SCHOOL:	Atlantic Community College Mays Landing, NJ 08330
TELEPHONE:	(609) 343-4909
SPONSOR:	Ronald W. Bush, President Atlantic Community College

Felix John Aquino has been Assistant to the President at Atlantic Community College since February 1983. His duties include the generation and management of grants and the drafting of presidential correspondence and position papers. Felix also takes part in the strategic planning of the college and oversees the functioning of the Office of the President in the President's absence. Felix is also a practicing anthropologist whose research interests center on labor migration, industrial development, general systems theory, and Spain.

Prior to his present position, Felix was engaged in a three year research project in Spain, which was funded by the Rockefeller Foundation. This field project involved a year spent in an Andalusian town and two years in the Barcelona area.

Felix holds a B.A. in Anthropology with honors from Queens College, CUNY, and an M.A. and Ph.D., both in Anthropology, from Boston University. In addition to speaking Spanish and English with equal fluency, Felix speaks Portuguese and Catalan.

He is married to Maria Carmen Areitio, a social worker at a major psychiatric hospital in southern New Jersey.

Carmen Alvarez Brown

TITLE: Associate Director of Admissions and School/College Relations

SCHOOL: Florida International University (Tamiami Campus) Miami, FL 33199

TELEPHONE: (305) 554-3420

SPONSOR: Florida International University

Carmen Alvarez Brown is currently Associate Director of The Office of Admissions and School/College Relations at Florida International University. As the Executive Officer of the office, she is responsible for the direct supervision of a large office staff, the daily and long range operations of a critical university operation that include freshmen, transfer, graduate and international admissions.

Carmen's experience in Higher Education began over 14 years ago, when she started working at Florida International University. In her early years she acquired an extensive knowledge of comparative education through her responsibility as Director and Coordinator of the Office of International Admission. Her expertise in comparative education has given her regional and national reputation. Because of this she has been asked to give presentations at numerous state and national conferences. Her expertise in Comparative/International Education has also taken her to many foreign countries for the purpose of stabilizing special cooperative programs with government agencies and universities. A capping stone to Carmen's career was a Fulbright nomination in the area of Comparative International Education.

Carmen has served in numerous leadership roles at the university which include appointments to the following committees: Affirmative Action, Student Grievances, Employees Association and various Search and Screen Committees, and others. She is an active member of the Executive Board of the Florida Association of Collegiate Registrars and Admissions Officers, and she holds a committee appointment from the Southern and American Organization of Collegiate Registrars and Admissions Officers (SACRAO, AACRAO).

Carmen holds a master's degree in Adult Education and is presently pursuing an Ed.D. degree. She is married to Robert J. Brown. They have two children: Elizabeth age nine and Robert, Jr. age five.

Maria Cobarrubias

TITLE:	Assistant Professor
SCHOOL:	Jersey City State College 2039 Kennedy Boulevard Jersey City, NJ 07305
TELEPHONE:	(201) 547-3003
SPONSOR:	William Maxwell, President Jersey City, NJ 07305

Maria Cobarrubias is an assistant professor at Jersey City State College. She teaches courses in the areas of sociolinguistics, ethnic history and culture and educational policy-making. Her research and publications focus on training of bilingual personnel, effective instructional methodologies in multilingual settings, and classroom application of research findings in the area of linguistics and assessment.

Maria has served in various leadership roles: President of Jersey City State College Council on Hispanic Affairs, Chair of the Steering Committee for the development and implementation of a Junior College in Puerto Rico, Coordinator of the "Programa Pedagogico", Universidad de Concepcion, Chile. She is currently Vice-President of the Council on Hispanic Affairs, Chair of two course development committees, active member of the Newark Commission on Women and the Hispanic Research Study of the Archdiocese of Newark.

Maria has traveled extensively all over Latin America and Europe and has held teaching positions in Argentina, Chile, and Puerto Rico. She has a Doctor of Philosophy from the University of Buenos Aires and has completed the course requirements for the Ph.D. at Columbia University, New York.

Maria is married to Juan Cobarrubias. They have three children.

Lucia Mayerson-David

TITLE: Director of the Talented and Gifted Hispanic Students

SCHOOL: University of Massachusetts/Boston

TELEPHONE: (617) 929-8530

SPONSOR: Robert A. Corrigan, Chancellor
University of Massachusetts

Lucia Mayerson-David is the director of the Talented and Gifted Hispanic Students at the University of Massachusetts/Boston. Ms. Mayerson-David has directed several programs during the twelve years she has been at UMB. Her responsibilities have included management of the programs, supervision of personnel, and negotiations with the public and private educational institutions, government and other funding sources. She has directed a teacher and student teacher exchange program between Boston and Puerto Rico, and between the University of Massachusetts/Boston and the University of Puerto Rico at Rio Piedras. In addition she conducted an ethnographic research study in schools in Boston and Puerto Rico comparing strategies migrant students use in adapting to the new school environment as they move from Puerto Rico to the mainland and vice-versa. She is presently spearheading an effort by the University of Massachusetts/Boston to integrate its services so as to respond to the needs of a growing Hispanic community in Boston.

Lucia has served in various leadership roles. Within the University she has served on the University Senate and on it's executive committee. She has sat on a number of University committees. Within the community she has, for the last five years, presided over the board of directors of the only bilingual child care center in eastern Massachusetts. She sits on the boards of the Hispanic Office of Planning and Evaluation (HOPE) and Continuing Education Institute (C.E.I.). She has been appointed Associate Commissioner of Boston Park and Recreation Commission by Mayor Ray Flynn. She has also been appointed by Superintendent Laval Wilson to a committee to develop an education plan for Boston Public School Students at Risk (Drop-out Prevention).

Lucia's formal education includes studies in Economics at the School of Economics of the University of Chile in Santiago, Chile. She earned a B.A. in Economics from the University of Massachusetts in 1971. In 1977 she earned a masters degree in Education from Boston University. In 1978 she was awarded a federal government fellowship (Title VII) to pursue doctoral studies at Boston University. In 1981 she was the recipient of a Kellogg Foundation Fellowship from the state of Massachusetts to participate in the Institute for Educational Leadership (IEL), Washington, D.C.

Joseph O. Prewitt Diaz

TITLE: Associate Professor of Education

SCHOOL: Pennsylvania State University
155 Chambers Building
University Park, PA 16802

TELEPHONE: (814) 865-2430

SPONSOR: Dr. William C. Richardson
Executive Vice President and Provost
Pennsylvania State University

Joseph Prewitt Diaz, a native of Puerto Rico, is currently Associate Professor of Education and School Psychology at the Pennsylvania State University. He also serves as the Director of the Bilingual Fellowship and Puerto Rican Studies.

Joseph has published over 50 refereed articles in Puerto Rico and the United States in areas relating to the adjustment process of the Puerto Rican adolescent who migrates to and from Puerto Rico. Among his many accomplishments, Joseph has been a recipient of the World Education Fellowship and the W.K. Kellogg Fellowship. He is named in Who's Who in the Northeast and Who's Who in Frontiers Science and Technology. He has also served on the Board of Trustees of the Community Colleges in Connecticut.

Joseph received a B.A. and B.Ed from the University of Puerto Rico in Rio Piedras, a C.A.S. from Trinity College, and a Ph.D. from the University of Connecticut.

Gloria M. Garcia

TITLE:	Lecturer/Counselor
SCHOOL:	College of Staten Island 715 Ocean Terrace Staten Island, NY 10301
TELEPHONE:	(718) 390-7755
SPONSOR:	Dr. Edmund Volpe, President College of Staten Island

Gloria M. Garcia, a native of Puerto Rico, currently works as a Counselor for City University at the College of Staten Island. In addition to her achievements as a counselor, she coordinated the Off-Campus Centers and Study Abroad Program for the College of Staten Island. She is currently working on the development of a minority retention plan for the College of Staten Island. This plan is part of a college-wide program to improve the quality of undergraduate education at the college.

Her previous positions include a diversified number of experiences in city and federal agencies. Through these she acquired her skills in administration, supervision, budgeting and program planning.

Gloria received her B.A. in Sociology from the University of Puerto Rico and her M.S. in Education from Harvard University. Her avocation includes photography and poetry writing. Some of her works have been published in Soles Emellis, a group work published by Hostos Community College.

Her long-range goal is to pursue a doctorate in Higher Education Administration.

Virginia G. Gonzalez

TITLE: Associate Professor, Counseling

SCHOOL: Northampton County Area Community College
3835 Green Pond Road
Bethlehem, PA 18017

TELEPHONE: (215) 867-5346

SPONSOR: Robert Kopecek, President
Northampton County Area Community College

A graduate of Moravian College with a bachelor's degree in Psychology, and of Boston University with a master's degree in Adult and College Counseling, Virginia Gonzalez has been employed by Northampton County Area Community College since 1973. Initially a counselor and coordinator of the Career Planning Center, she was promoted to assistant professor in 1977 and to associate professor in 1983. During her tenure at the college, Virginia was responsible for establishing a career planning center. Her teaching has spanned the areas of group dynamics, career planning and decision making, job search strategies, coping skills for academic success, adult learning and women's issues. She has served on numerous college committees including the College Senate, which she currently chairs, and the Academic Standards Committee, which she chaired for two years.

In addition to her work at the college, Virginia has served as a consultant for Lafayette College, Moravian College and the Bethlehem Area School District. She has been a board member of Northampton County Agency for Children and Youth and the Easton YWCA. She is currently a member of the Professional Women's Committee of the Bethlehem Chamber of Commerce and the Pennsylvania Consumers and Providers Council on Blindness.

Virginia is married to Paul W. Belles. They have one son, Paul Gerard, age 3.

Don Alvaro Leon

TITLE: Architect, Associate Professor of Architecture

SCHOOL: The Pennsylvania State University
University Park, PA 16802

TELEPHONE: (814) 863-2453

SPONSOR: Dr. William Richardson
Executive Vice-President and Provost
The Pennsylvania State University

Don Alvaro Leon is a registered architect, a teacher of design and visual communications, and the director of the Laboratory for Environmental Design and Planning at The Pennsylvania State University. His teaching emphasizes the language of design analogs, such as music, dance, painting and literature, as they relate to the making of architecture. His research is diverse and has recently focused on the study of the historic, symbolic and architectural significance of the American courthouse. Although Don Alvaro has received many academic and professional awards, he regards his informal associations and encounters with writers, composers, painters, sculptors and poets as being far more important than his formal academic and professional path.

Don Alvaro's work experience includes: the Lincoln Center for the Performing Arts; the Ford Foundation study for the Ideal Theater; and the lighting and design of the New York World's Fair setting for Michelangelo's Pieta. The latter was an experience with such notable architects and designers as Eero Saarinen, Jo Mielziner, Harrison and Abramovitz, and Edward Larrabee Barnes. These experiences, together with his personal work as a designer of various building types, has led to his present activity. In addition to teaching and practicing architecture, he assumes several leadership roles serving on the Kellogg Foundation Research Study Board, serving as the chairman of the Design Review board (State College, PA), and conducting workshops for gifted children.

He received his Bachelor of Architecture degree from Cornell University (1960) and did his graduate and post-graduate work at Columbia University (M.Arch. Study), Penn State University (M.S.Arch), and the Cranbrook Academy of Art.

Don Alvaro is married to Georgina Leon, a writer and editor for Independent Learning at Penn State. They have two daughters: Juliette Danielle, 16, and Marielle Jessica, 12.

Eulalia G. Lombeida

TITLE: Assistant Professor of French/Spanish

SCHOOL: The Pennsylvania State University,
McKeesport Campus
University Drive
McKeesport, PA 15132

TELEPHONE: (412) 678-9501

SPONSOR: Dr. C. J. Kowalski
Campus Executive Officer
The Pennsylvania State University

Eulalia Granes de Lombeida is an Assistant Professor of French and Spanish at The Pennsylvania State University, McKeesport Campus. She teaches courses in the language, culture and literature of French and Spanish speaking countries. Her research has centered on French poetry of the twentieth century and the novels of miners of Spanish America. She has published several articles in both French and American Journals. She is presently writing a novel and finishing a scholarly book on Rene-Guy Cadou, a poet of Brittany.

Eulalia is Faculty Advisor to the International Club, member of the Representative Council, the Strategic Planning Committee and chairman of the Service Committee. She serves as coordinator for the recruitment, retention and advising of Hispanic students at the McKeesport Campus. She is actively involved in the community as a member of the board of directors of Womansplace and the Long Range Planning Committee for the Norwin School District.

She has studied Chemical Engineering and Francophone literature, including the literature of Quebec and Haiti as well as Latin American literature. She holds a B.A., M.A., and Ph.D. from The University of Texas at Austin.

Eulalia was born in Bogota, Colombia. She has two sons: Juan-Ignacio, 10, and Nicolas, 7.

Udeth A. Lugo

TITLE:	Project Director
SCHOOL:	Rollins College Campus Box 2758 Winter Park, FL 32789
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Udeth A. Lugo is the director of the Upward Bound Program at Rollins College. He is responsible for all administrative tasks of the program including grants writing, contract negotiations, and budget management. He has also held adjunct teaching positions in the areas of Spanish and Education Administration at Rollins, as well as at other Central Florida colleges.

Udeth has served in various volunteer and leadership positions; among them, special representative for the National Council for Educational Opportunity Associations (NCEOA) in lobbying efforts, member of the International Relations and Protocol Committee for the 1986 Pan American Junior Games in track and field, and special assistant for the Volunteer Income Tax Assistant Program (VITA). Additionally, he has served as translator, quality controller, and evaluation team member for school districts and community agencies. He has also served as consultant for school districts, colleges, and community agencies in the areas of establishing English as a Second Language Programs, Learning Center Laboratories, and Evaluation Components.

Udeth has a B.A. degree in Spanish and Education from Brooklyn College and a master's degree in Administration and Supervision from the University of Central Florida.

Olga C. Magnusen

TITLE:	Associate Director, Career Resources Center
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Olga C. Magnusen is Acting director of the Career Resources Center which serves a multi-campus student population of 16,500. Within the university, she serves on steering committees for Hispanic Heritage Week and International Week, and has been on numerous Search and Screen committees, including two presidential searches. Olga has been Vice President of the Hispanic Employees Association, serves on the Sexual Harassment Committee, and recently received a grant to develop an international placement clearinghouse for foreign students seeking employment in their home countries.

Olga currently is President-elect of the Florida College placement Association and organizer of the Annual Career Skills Conference for the Southeast Florida Educational Consortium. She presents workshops on careers, resume-writing, and job interviewing techniques. She is an active member of the College Placement Council, Southern College Placement Association, and Cooperative Education Association. Within the Miami community, she also is involved in the YWCA, International Center of Florida, Zoological Society, and Greater Miami Chamber of Commerce.

Olga has a B.A. from Old Dominion University (Spanish/Secondary Education) and an M.S. from St. John's University in New York City (Guidance and Counseling). She is married to Karl O. Magnusen (Ph.D., University of Wisconsin-Madison) who is an Associate Professor of Business at Florida International University.

Olga Vega-Malloy

TITLE: Lecturer

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Olga Vega-Malloy is the Coordinator of Counseling Services and Bilingual Counselor for Limited English Proficient Students at La Guardia Community College. Her responsibilities in these roles range from providing direct counseling services to working collaboratively with faculty as a consultant on cross-cultural issues.

Olga has been instrumental in creating innovative programs to address the unique needs of Hispanic language minority students. She has assumed a leadership role in articulating and recommending college-wide policies that have facilitated students' academic and positive growth. She currently serves as a representative of the Division of Student Services on the Divisional Personnel and Budget Committee, Tenure Review Committee, Freshman Skills Task Force Committee on Program Effectiveness and the C.U.N.Y. Student Personnel Planning Committee.

Prior to her appointment as a lecturer, Olga worked as an Educational Facilitator at Boricua College. She has also worked in the social services field as a social worker in a Court Division Program and Family Day Care Program.

She has a B.A. in Liberal Arts from Goddard College, and an M.S.Ed. in Guidance and Counseling from Richmond College.

Gladys E. Melendez-Tate

TITLE: Assistant Director of Tutorial Center

SCHOOL: Montclair State College
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Montclair State College

Gladys E. Melendez-Tate currently holds the position of Assistant Director of the Tutorial Center at Montclair State College. Gladys organizes the work of the College Tutorial Center and develops goals and objectives for the program. She interviews and trains staff, and assigns appropriate work to students and graduate student tutors.

Her previous positions as Academic Advisor for the School of Humanities and Social Sciences, and as advisor to the Latin American Student Organization, have made her a skilled liaison between administration, faculty, counselors and students.

Gladys is one of the original conveners of Montclair State's Hispanic Caucus; she is a founding member of the Hispanic Alumni Association Committee, and a past Executive Board member of the Montclair State College Alumni Association. She was a contributing author to La Experiencia Hispana and the Status of Hispanics at Montclair State College. She also wrote the "Guia de Estudio," a study skills guide which assists Hispanic students to acquire study skills.

In 1983, she won a Merit Award from the Montclair State College Board of Trustees for outstanding service to the College community. She has also received an award from the Hispanic Association for Higher Education of New Jersey for her help in improving the quality of education for the Hispanic community.

Gladys received a Bachelor of Arts in Psychology from the University of Puerto Rico and graduated Magna Cum Laude with a Master of Arts in Student Personnel Services and Guidance from Montclair State College. She is married to Reginald Tate, a school psychologist with the Newark Board of Education. They have a daughter, Monica, 11 years old.

Angel L. Resto

TITLE: Assistant to Dean of Academic Affairs

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SPONSOR: Roscoe C. Brown, Jr.
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Bronx Community College of CUNY

Angel L. Resto is Assistant to the Dean of Academic Affairs for Curricular Matters, Skills Assessment Examinations, Registration and General Academic Administration. As Coordinator of the Interdisciplinary ESL Program he oversees the college's efforts to guide ESL students through the Admissions, Registration and Financial Aid processes. He was Co-Director of a three year Title III grant to develop and institutionalize this program.

Angel is also the Coordinator for the Nursing Career Ladder Program. This program combines the efforts of Bronx Community College, The college of Staten Island, New York City's Health and Hospitals Corporation and the Unions to upgrade employees of the Corporation and at the same time ameliorate the shortage of Registered Nurses.

He started working at Bronx Community as a Lecturer in the Modern Language Department in 1971 and since then has done ancillary training and teaching in the Mathematics Department, the Department of Student Development, and the Health and Physical Education Department where he coached the wrestling team for a year. He was formerly a part-time Lecturer at Queens College and Resident Director for the City University Study Abroad Program at the University of Puerto Rico.

A 1966 graduate of the College, Angel went on to City college for his B.A., and to Teachers College, Columbia University for his M.A. He is presently completing his doctoral studies in education at Pennsylvania State University, College Park.

Lydia Rodriguez

TITLE: Assistant Director/Program Coordinator

SCHOOL: Pharmacy Education Program
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Associate Provost
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A certified social worker, Lydia Rodriguez received a Bachelor of Science in Social Welfare from Adelphi University and a Masters in Social Work from Fordham University in New York City. Her work experiences include positions in management, program development, recruitment, placement, evaluation, counseling and support services.

Presently, she is working at the College of Pharmacy, Rutgers, The State University of New Jersey, where she is the Assistant Director and Program Coordinator of the Pharmacy Education Program. As principle liaison for the program, she develops and coordinates all aspects of administrative services and programs designed to facilitate the recruitment, admission, retention and academic success of minority students at the College of Pharmacy.

For several years before coming to higher education Lydia had an impressive record in the fields of human behavior and counseling. Her primary area of expertise and involvement was the delivery of mental health and support services to Hispanics in New Jersey.

Lydia has been recognized for outstanding achievements and commitment to community based organizations, where she has served as key resource person and organizer. Such organizations include the Puerto Rican Health Organization, The Hispanic Association For Higher Education of New Jersey and the Puerto Rican Caucus at Fordham University.

Lydia is married to Hector Luis Vasquez. Her avocations include sports, music and traveling.

Maria-Luz D. Samper

TITLE: Associate Extension Professor

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Maria-Luz D. Samper teaches Contemporary Labor Issues and Collective Bargaining for the Labor Education Center and International Education and Culture for the School of Education at the University of Connecticut. Through the Labor Education Center she also works with unionists, including Hispanics and females, and with leaders of social service agencies in planning, implementing, and evaluating programs related to their concerns.

Maria-Luz's current research focuses on the impact of new technology in the workplace. Her earlier publications were in the fields of Labor Relations and Educational Evaluation.

At the University of Connecticut Maria-Luz is a member of the Boards of Puerto Rican and Latin American Center; the Women's Studies Program; the Women, Work, and Technology Project; and the Women in Organizational Leadership Program. She has also served on such national organizations as the Coalition of Labor Union Women, The University and College Labor Education Association, the American Educational Research Association and Phi Delta Kappa.

Maria-Luz has taught and conducted research at universities in Mexico and Colombia, S.A. She has a B.A. in Philosophy and Education from the Universidad Pedagógica Y Tecnológica de Colombia, S.A., an M.Ed. from Pennsylvania State University, and a Ph.D. in Curriculum and Supervision from the University of Connecticut.

Ana Maria Schuhmann

TITLE:	Assistant Dean of Education
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Ana Maria Schuhmann is the Assistant Dean for the School of Education, Technology and Related Professions for Kean College of New Jersey. She received a B.A. degree in English as a second language from Buenos Aires, Argentina, and an M.A. and Ed.D. in Language Education from Rutgers University.

Prior to her appointment as Assistant Dean, Dr. Schuhmann was the Director of the Center for Bilingual Education and an Assistant Professor in the Department of Instruction, Curriculum and Administration at Kean. She has written, and has been awarded, grants amounting to almost $1,000,000 for the training of bilingual education teachers in New Jersey. Dr. schuhmann has taught at the elementary, secondary and college levels and has conducted numerous workshops and seminars for the public schools.

Currently she serves as the president of New Jersey Teachers of English as a Second Language/Bilingual Advisory Committee and of the Bilingual and ESL Coordinators in Higher Education. She has received two merit awards for teaching, a merit award for administration at Kean College, and the Hispanic Association for Higher Education's (HAHE) award for scholastic achievement.

Dr. Schuhmann is married and has four children.

Arnaldo C. Sierra

TITLE: Associate Professor

SCHOOL: Central Connecticut State University
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Arnaldo Sierra is a professor of Spanish at Central Connecticut State University where he teaches undergraduate and graduate level Spanish language courses on the culture and literature of Spain, Latin America and Puerto Rico. Arnaldo has served as a consultant to community and state agencies and has delivered numerous lectures at local colleges, universities and civic groups on Puerto Rican culture, literature and history. He was co-editor and contributor of many articles for El Observador, a Hartford bilingual paper. Since 1982 he has been working on an English translation of La vispera del hombre, a novel written by Rene Marques, an outstanding Puerto Rican author.

Arnaldo has served in many leadership roles. He was appointed to the State Board of Trustees of Regional Community Colleges by Governor William O'Neill in May 1982 and reappointed for a six year term in August 1983. He is a member of the Standing Advisory Committee to the Board of Governors for Higher Education in the State of Connecticut and has served on the West Hartford Charter Revision Committee, New Britain Community Council and the Hartford Area Planning Committee for the Hartford Archdiocese. He has been advisor to the Puerto Rican Society of New Britain and chairman of the Spanish Speaking Center of New Britain. During his tenure at Central, Arnaldo has chaired the Departmental Curriculum Committee and the President's Committee on Race Relations. He has also been a member of the Faculty Senate, sub-committees of the Senate and the Affirmative Action Committee.

Prior to his position at Central, Arnaldo taught at Brown University, the University of Connecticut and the University of Rhode Island. He is a veteran of the Korean War and served in the United State Air Force.

He has degrees in Spanish literature from the University of Buffalo (B.A.), Brown University (M.A.) and the University of Connecticut (Ph.D.).

Arnaldo is married to Marion Hunt Sierra, a Para Loan Administrator for the Connecticut Bank and Trust Co. They have seven children: Kathleen, 31; Milton, 30; Maria Eugenia, 26; Mary Frances, 25; Maria Elena, 23; Arnaldo Jose, 21; and Sean, 17.

Jose A. Valentin

TITLE: Academic Advisor

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Jose A. Valentin is presently an Academic Advisor for the E.O.F. Program and Coordinator for Hispanic Affairs at Trenton State College, positions that he has held since 1979. Prior to his position at Trenton State, Jose worked as veteran's counselor at Livingston College, Rutgers, The State University. He also worked as the coordinator of the Careers Program at the Perth Amboy Community Guidance Center. While in this position he developed several summer and in-school career programs. In addition, Jose worked as a case worker/ counselor at the Perth Amboy General Hospital Youth Co-op Program. Part of his responsibilities included working closely with drug dependent adolescents and their families.

Besides his administrative duties at Trenton State College, he is an Adjunct Professor in the Educational Foundations Graduate Program and also teaches in the Human Relations Department at Trenton State College. In addition, he is an Adjunct Professor in the Humanities Division at Mercer County Community College.

For nine years Jose has been an active member of the New Jersey Army National Guard as an Observer/Crew Chief in Troop "D" Air 5/117 Cavalry. Other activities include: active membership in the Hispanic Association for Higher Education of N.J., and the Puerto Rican Congress.

Jose received a B.A. in Psychology and Puerto Rican Studies from Rutgers, The State University, Livingston College. In 1976 he earned a Master's Degree from the same institution in Student Personnel Services and Counseling. He is currently a doctoral candidate in the School of Education at Rutgers, The State University.

For more information on the Hispanic Leadership Fellows Program, please contact:

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